

Practical English

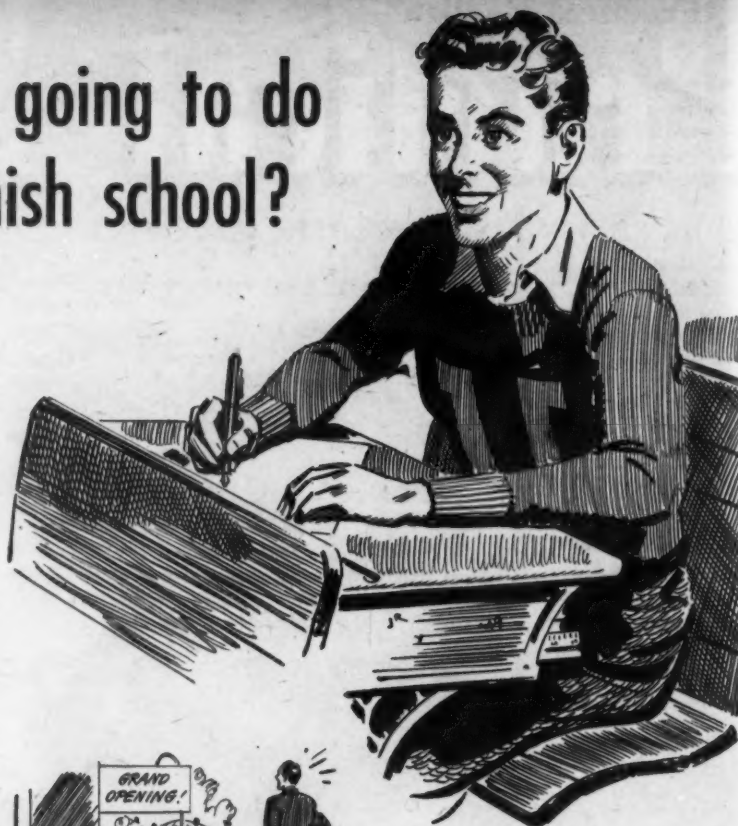
JANUARY 5, 1948 • A SCHOLASTIC MAGAZINE



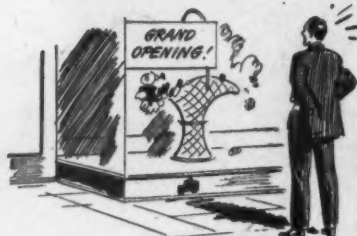
WRITING FOR FUN (See page 5) ►

What are you going to do when you finish school?

1. Nowhere else in the world would you be as free to choose almost any line of work you want to do when you grow up—and to fit yourself by education and training for the life you want. In America, there's no law to limit your chances.



2. Of equal importance to that freedom is the *opportunity* that lies ahead for you. Opportunity to climb to a top job—or to go into business for yourself. In countries where business is run by the government, people must work where, when, and how they're told.



4. If you go into business for yourself, you'll soon learn that opportunity is a two way deal. Only as your workers and your customers benefit will your business be able to grow and prosper.



3. As an employee, you'll have the right to change your job any time you see a chance for advancement. As an employer, you'll have the opportunity to build as big a business as you're able.



5. You'll also learn the importance of sound management—if your firm is going to earn the reasonable profits it must make in order to stay in business. For profits are the very backbone of American progress . . . your best guarantee of opportunity.



6. So whether you work for someone else or become your own boss, business profits will always play a big part in your welfare —because the reasonable profits earned by industry pay for the research and expansion that bring more jobs, more security, and better living for everyone.

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(Combined with PREP)

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NUMBER 14

JANUARY 5, 1948

Everyman's "Howgozit"

FLYING the Atlantic is no picnic, as a number of recent accidents have shown. The near-tragedy of the "Bermuda Sky Queen," a chartered plane not subject to the safety regulations of the scheduled airlines, was apparently due to a lack of sufficient fuel for emergencies. To save his 69 passengers, the pilot had to ditch his plane in mid-ocean, near the weather ship *Bibb*.

But all planes of the Trans World Airways, and many others, carry a little gadget which their pilots rate more important than life rafts or radar. It's called the "Howgozit," and it's nothing but a simple chart clipped to the instrument panel.

Before every flight takes off, the captain and navigator work out on a square of graph paper a "time-fuel curve." It's computed from the number and weight of passengers, the fuel load, normal fuel consumption based on expected winds, and the distance to destination. It shows exactly what amount of fuel should be left at every point in a long hop. At any moment the pilot can look at his instruments and see just where the plane stands in relation to the time-fuel curve on his Howgozit.

As long as the pilot sees he is on the "sunny" side of the Howgozit, he knows everything is running smoothly. If he finds his plane sinking below the curve for even a few minutes, he must immediately find a solution, turn back, or seek an alternate landing field. Civil Aeronautics regulations compel the regular airlines to carry enough fuel to cover all these contingencies, plus an additional two hours' flying time. No plane carrying a Howgozit has ever been lost through lack of fuel.

Each one of us is the pilot of a personal craft that has taken off on a flight that lasts a lifetime. Most of us have a normal equipment of engine, wings, and rudder (fill in your own synonyms, but don't imagine it's just a matter of physiology). Most of us start with an ample supply of fuel for any emergency we are likely to meet. Yet we see every day examples of human crack-ups that could have been avoided with a little better planning. These poor fellows failed to plot a "Howgozit" for their flight, or forgot to check up with it at some crucial point in the journey.

What should enter into computing the curve on our own Howgozit? Certainly a destination—some purpose in life bigger than sliding through seventy years of time in the easiest and most comfortable direction. Certainly some consideration for the passengers—the people whose lives we touch intimately and who depend on our doing our part well. Certainly the winds and storms we encounter—the problems and forces of the world in which we live.

A nation or a civilization needs a Howgozit too. Right now—at New Year's, 1948—we are dangerously near the line that could mean disaster for the whole ship of humanity. The crew needs courageous support and intelligent understanding from all of us. But our hopes will be realized only if every individual craft keeps on the beam of its own true flight.

Have you checked your Howgozit lately?

OUR COVER GIRL illustrates one of the essentials for good writing, whether it's letters, themes, or diaries. She takes time to think—to find the right word or phrase

to describe someone or something—to express her thoughts interestingly. (See "Clear Your Desk for Fun," p. 5, and "What's He Like?," p. 8.)—Photo by A. Davaney.

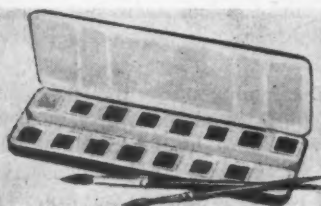
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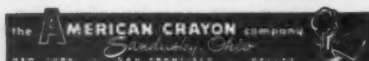
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WHAT do you think of "Dutch dates"?

Are you for or against? Why and when? This will be the subject of our next "Jam Session." Write down your opinions and give your reasons. Mail your ideas not later than Jan. 19 to Gay Head, Scholastic Magazines, 220 East 42nd St., New York 17, N. Y. All letters must be signed with name and school address to be eligible for publication on this page.

TODAY'S QUESTION

If You Were Editor of this Magazine, What Changes Would You Make?

We'd like to move into larger quarters and install an editor's desk for every one of the hundreds of our readers who gave our magazine a careful analysis and came up with some top-notch suggestions for improvement.

"There'd be some changes made" if we let you take over, you warn us. However, the majority of you confess to liking the magazine pretty much as it is. Many of you commented that it is "well balanced," "an all-around magazine for high school students," etc. Very few of you are in favor of dropping any of our present features; but you are in favor of adding some new ones and of devoting more space to some of your favorites. Here are some of the best comments from our "student editors":

If I were editor of this magazine, I would:

... devote some space in each issue to playing up worthwhile hobbies. For instance, I would have one article on photography, discussing the equipment necessary and telling where to obtain literature on the subject. I would do the same for stamp collecting, coin collecting, radio transmitting, shopwork, and other interesting pastimes.

Sidney Weissman
Evander Childs H.S., Bronx, N. Y.

... like to see more student-written short stories. Your stories by adult authors are wonderful, but I can find these elsewhere. What I really appreciate are those stories, poems, and essays written by teen-agers all over the country. I think it would be interesting also to have some material written by students

in such neighboring countries as Canada and South America. This would promote our "good neighbor" policy, and we would benefit by learning what teen-agers in other countries are doing and thinking.

Audree Joseph
West H.S., Minneapolis, Minn.

... include more short biographies of famous people such as presidents, authors, inventors, stage and screen actors, foreign leaders, etc. From such a feature students would learn while reading an interesting story. You might even sponsor a contest for the best biographical sketch of a famous person written by a student.

Lois Snodgrass
Washington (Pa.) H.S.

... like to see this magazine take the lead in an educational program to combat the evils of early smoking and drinking.

Betty Rockow
Benjamin Franklin H.S., Rochester, N. Y.

... include more articles on hunting, fishing, and outdoor life.

Bob Anderson
Seaside (Oregon) Union H.S.

... have more news about the latest scientific developments.

Ralph Farrey
Washington H.S., Salina, Kansas

... have a short article on girls' sports as well as boys' sports.

Shirley Washband
Seaside (Oregon) Union H.S.

... include a "what's new" page which could contain varied subject matter. It could include lists of good movies and interesting books. And students could send in letters telling what their schools and communities were doing.

Carol McKelligott
Bishop Muldoon H.S., Rockford, Ill.

... like to see some space devoted to articles on teen-agers in other countries. Their activities would be of great interest. Let's widen support of the U.N. by uniting the young people of different nations!

Rosemarie Chnuilewski
St. Thomas Aquinas H.S., Detroit, Mich.
(Continued on page 22)

CLEAR YOUR DESK FOR FUN

Tuesday, May 17 - 1881

CAN I ever express the fun I've had since I last wrote? Saturday morning Edith and I started safely off to Villa Ridge. Elmer rode a little while with us. Reached the Villa at noon and were met by Corinne and Annie. . . .

Friday, May 20 - 1881

Back must I spring to Wednesday night. Elmer and I loitered home and when we reached the porch he asked if I remembered the 18th of May one year ago? I did - it was the day I went to the Ft. Jefferson Picnic with him.

"I've worn this ring of yours a year tonight," he said, speaking of my amethyst, "and now I want to wish a little ring upon your finger."

I hesitated but finally said "for a time only" . . .

Can you guess the source of those paragraphs? No, it isn't a letter; nor a novel; nor a magazine story. It's a *diary*. The writer was a young lady named Maud Rittenhouse, who began her "journal" when she was sixteen.

Maud's diary* isn't a routine recital of her daily doings. It's a delightful account of Maud's ideas and impressions, her friends and family, her moods and manners. After reading it, you have a vivid picture of Maud. She wasn't trying to draw herself for you; she wasn't even writing for you. She was writing

* *Maud*. Edited by Richard Lee Strout. The Macmillan Company, New York, 1939.



for herself. You *know* her because she wrote honestly and freely.

There's no doubt about it - Maud had *fun* writing her diary. Her grammar wasn't always proper; her sentence structure could have been improved; her style was far from polished. But she wrote with pleasure and enthusiasm. She enjoyed herself.

Does that phrase - "with pleasure and enthusiasm" - describe your feelings when you sit down to write a theme or a book report? You needn't be ashamed to admit that it doesn't. But you should be ashamed if those assignments are the *only* writing you do. You're cheating yourself of the *fun* of writing.

How about starting a diary like the one Maud kept? Don't make a "New Year's resolution project" of it. Don't pin yourself down with promises to write at least ten lines or twenty lines or a full page a day. That would make your diary a chore. Instead, make it

a friend in whom you can confide, a catch-all that will hold the many things you see and do and think about.

You can expect a large return for the few minutes a day you spend with your diary. Let's count the blessings in advance.

Your diary will help you to:

1. Learn to observe carefully.
2. Learn to express yourself by reporting factually and describing vividly.
3. Learn to analyze people and events, and evaluate them.
4. Gather material for themes and for conversation.
5. Find the fun in writing, and become a better writer.
6. Learn to judge and appreciate professional writing.

That list isn't a guarantee. It's an outline of what can be done with a diary. Whether or not you do it depends on how alert your ears, your eyes, and your mind are.

See All, Hear All

You have nothing to write about? Surely your mind is never a total blank. It's always working on something - taking in an impression or mulling over an idea. Those snatches of thoughts are things to record in your diary. Take a cue from this entry of Maud's, which she begins by merely hearing and recording something which is going on at that very moment:



Mr. Davenport's mellow "Haw-haw-he-e-eeee" rises musically up in the lily-scented air and I have donned my gown and slippers in order to escape the parlor, for my head is aching as though bent upon gaining the first prize in that direction. . . .

Word Pictures

How often you've complained, "My memory's just like a sieve!" You can't forever *remember* all the incidents which have pleased or amused you. No, but you can keep track of them and remind yourself of them if they're all recorded colorfully in your diary.

Here's how Maud entertainingly describes an event at a dance:

When we went to promenade to seats Miss Stevenson and I both had Will. I was on the right though, so W. dropped her and started me to a seat. All the time not a word between us. He sat down beside me. Silence! Fanned me. Silence.

Saw Mama coming toward me and with a "Must I go?" flew to her and Elmer, leaving Will devotedly fanning an empty chair, which however was quite as appreciative as I had proved. . . .

Here's a colorful picture of one of Maud's impressions during a visit to Chicago:

Oh, it was glorious sitting on the broad stone wall watching the great white-capped waves tossing their feather spray high above the piers, and sending troops of merry laughing children racing the other way; to watch the sailboats and steamers floating lazily or plunging fiercely across the sunny, sparkling, madly-merry water, to watch the pleasure-trains from Hyde Park and other suburban places go whizzing by jammed full of happy people with flowers, shells, ginger-snaps and crowing babies. . . .

Think as You Write

Snap judgments, as you know, don't make for straight thinking. Often, though, you make quick, crooked decisions about people and events because you become muddled when you try to *think* them through.

A good cure is to *write* your analysis of the situation. Ideas take shape when you get them on paper. Your attitudes toward people and problems become more concrete — less "half-baked" — in writing.

Like many other teen-agers, Maud had a painfully fine time falling in and out of "love." Naturally, she took these "crushes" seriously but, in analyzing them, she was always able to see the humor of the situations. She usually ended by poking fun at herself:

Last night my conscience smote me when Elmer was here on the porch with me. He loves me so very dearly, but all the time (though I do love him with a love which

must come with long association with a good person) I keep finding fault with him in my heart, because he is such a flat talker, because he seems to possess no personal magnetism, because he isn't tall and robust and rosy, because he isn't graceful and kingling in bearing.

Am I graceful? Am I robust and rosy? Am I a fine talker? Do I possess personal magnetism? Well, but what if I don't, is it any less likely that I should crave it with an unquenchable, idiotic craving in the man I'm to marry?

You see, don't you, how I disdain the subject of marriage? I disdain it so effectually that I talk of almost nothing else to you. But I don't want to marry; I only want to study Art and to associate with intellectual and refined people who will make me think and develop into something beside a frivolous child. . . .

What am I and what am I good for?



I'm a girl of eighteen, neither remarkably ugly nor pretty, I'm bright and I am told have a sunny disposition (as you may have noticed by my angelic remarks tonight). I'm rather quick in intellect, I've an unusual amount of tact and I have an — ideal. If I were anything but a ladylike little girl I should take such pleasure in saying "Darn the ideal." . . .

Storing Up Subjects

Do you spend worried hours trying to think of theme subjects when your teacher doesn't assign specific topics? You'll have no more such problems when you can resort to your diary. Every page will offer incidents and ideas that can be expanded into themes.

Of course, you won't simply copy your diary jottings on 8" x 10" paper and hand it in. You'll outline your idea; build up each paragraph carefully; struggle with sentence structure and vocabulary; check yourself for grammar, usage, and punctuation. You'll turn out a polished product, not a rambling diary account. It will require work, but you'll be able to spend more time writing, and less time wondering and worrying, be-

cause you already have the raw materials.

Your diary is also a treasury of anecdotes which come in handy when you're "stuck" for conversation. This is Maud's account of a story which she probably related many times later — and related better for having first put it on paper:

We wanted to prepare for an examination in Trig yesterday afternoon but Miss P. gave us four lessons in Civil Government. We were so mad. Jennie, Eva, Amanda and I in the green-room meditated revenge.

Jennie: "Why didn't she give us the whole book and be done with it?"

Maud: "I'll give you all the chocolate creams you can eat, if you'll go and ask her why she didn't give us a little more, or something to that effect."

Finally Amanda went in, marched up to "face the music" and asked, "You must have made a mistake. You only gave us four lessons. Can't we please take another?"

Know ye all people that Miss P. was expected to wither under this sarcasm, but the joke came in in an unexpected place. Miss P. couldn't detect the sarcasm it was so deeply veiled and so gravely delivered, but supposing we'd taken a sudden streak of smartness said,

"Why, um yes, if you can take it."

Amanda did it a little bit too well. All that we had left of our stunning joke was five hard lessons in Civil Government. . . .

Expressive Experiments

The fun in writing comes with trying to think of new ways to say things. You can't develop this habit if your only writing is done for assignments. Then you're too anxious to be *correct*; you can't afford to take chances being clever.

But when you're writing for no one but yourself, you relax. You'll find yourself thinking of, and scribbling down, interesting expressions like these of Maud's:

. . . and banged off (on the piano) my new "Bocaccio March," to the great detriment of the neighbor's nerves, till my enthusiasm melted and oozed off in a little puddle under the piano stool. . . .

From the tone of his note I judge he thinks it's all smooth sailing now. The gale may upset him yet tho!

As you become more intrigued with new ways of saying things, you'll also become more critical when you read. You'll learn to recognize and appreciate writers whose style is fresh and different. You'll realize that good writers are made, not born; and you'll gain new respect for authors who have *worked* at their writing.

You'll become a better writer yourself, too. Having found the fun of expressing yourself vividly, you won't be satisfied to hand in written assignments which barely manage to fill the bill. You'll be eager to work to produce something different.

A LINE A DAY

By JOHN GENTRY



JOHN GENTRY traveled through Europe for six weeks last summer with American Youth Hostellers. He was the leader of his group. They traveled by bike and train, and at night rolled out sleeping bags in a youth hostel (about 25 cents a night). John's group spent the first four weeks helping rebuild hostels in Holland; then they visited other countries.

John is 25 years old and a student at Washington University Medical School, St. Louis, Missouri. Here is a selection from his summer diary:

Wednesday

Have now been in Oldebroek, Holland, work-project hostel for about 36 hours. . . The hostel itself was a short ride out from the town of Oldenzaal which is near the eastern side of the Zuider Zee. . . We were to stay in tents pitched in the pine trees about 150 feet from the hostel proper. . .

The rising bell was at 6:30 a.m. sharp and everyone piled out and got washed up. . . For breakfast we had bread and

coffee. The bread itself had sort of a cream-gray color somewhat similar to our own rye. . .

After breakfast I asked Hank (a Dutch boy who speaks English) what the other meals would consist of, and I learned that not only breakfast but lunch also would consist of bread (tea is served for lunch), while potatoes and greens would constitute the evening meal. (We have been having quite a bit of fun kidding each other about the food situation ever since.)

Thursday

Yesterday morning was spent on the work project; yesterday afternoon, on a trip with Pat and Ruth to Elburg (Holland) and the Zuider Zee; we spent the evening folk and square dancing with a group of high school boys and girls at the hostel. . .

It was delightful to ride over to the small town of Elburg. All of the narrow, well-kept roads with bicycle paths on the side were lined with trees. We met people on bicycles everywhere. Here,

as elsewhere in Europe, the bicycle is the means of transportation for the majority of the people. You would meet boys riding with a large milk can on either side of their rear carrier. . . Every now and then you would see an old grandmother, dressed in a long grayish black dress with traditional long apron of the same color and a bonnet, riding along with a shopping bag. I'll never forget the first evening ride out to the hostel; we met an elderly couple riding with a child strapped on the bicycle. They all had light blond hair and wore wooden shoes. The man was dressed in grayish-black clothes with long baggy pants. With his thick mustache and rosy red cheeks, he was the perfect picture of a Dutchman.

The town of Elburg was as beautiful and quaint a little Dutch fishing village as one could ever imagine. The streets were narrow with smooth brick cobblestones; the shutters of the houses were decorated with brightly colored designs. A housewife was actually scrubbing her front walk. (I guess it really does happen in Holland.)

A Dutch girl asked us whether American girls always wore make-up. Dutch girls do not wear make-up before they are 18, and then only occasionally for a party. (It's amazing how very attractive they are without any make-up. I constantly marvel at their rosy cheeks.)

Because a Dutch boy thought it quite funny that I, a man, was wearing yellow socks, I asked about clothing. Men wear blue, gray, or other dark colors, but never colored jackets or suits. Wooden shoes are worn only by farmers. . . It still takes three years' clothing coupons to buy a suit of clothes in Holland.

(For another hosteler's diary, "Belgium on a Bike," see page 26 of this issue.)

LEARN TO THINK STRAIGHT

WHOS the greatest living American? Try that question on ten persons around you. You may get ten different answers. And there's no way to prove that one answer is correct and the others wrong. Everyone has a right to his opinion!

Who's the present President of the United States? That's an easy one. Mr. Truman is our President. You can prove it by stating the date he was sworn in to office, by noting the powers he has, etc. The answer to that question is a fact.

In general, a fact is something that

can be, or has been, proved true by one of the five senses. An *opinion* is a *belief* which cannot be proved true.

Here are three sentences. Mark any one that is a fact *FT*. Mark any sentence that is an opinion *O*.

- ____1. There is ice on the lake.
- ____2. The ice is sure to be thick enough to hold us.
- ____3. Butch said, "The ice is sure to be thick enough to hold us."

The first sentence is a *fact*. You can see that there's ice on the lake; you can reach out and break off a piece of ice. .

Did you mark the second sentence *O*? It is an *opinion*. You can give many reasons for believing that the ice will hold you. But your friend might have just as many reasons for believing that

the ice is too thin to hold you. You can't prove your opinion until you walk out on the ice and find out, as fact, whether or not it will hold you.

The third sentence is tricky. It is a *fact*. Butch has actually said something. Notice the difference between sentence 2 and sentence 3. If what Butch said is stated without his name, it is an opinion.

The difference between an opinion and an opinion given as a quotation of someone is very important. For instance, you expect a news story in your newspaper to stick to the facts. If you read an opinion in a news story, you should also find the name of the person whose opinion it is.

Knowing the difference between fact and opinion is as essential as knowing the difference between the red and green of traffic lights.

"Well, officer, all we know is that Bill here came to school wearing a tie—and she fainted!"



WHAT'S HE LIKE?

"**W**ELL, there's a new boy in my class," Alex says in answer to his mother's question, "What happened in school today?"

"What's he like?" asks Dad, by way of conversation.

"Oh," Alex replies vaguely, "he's about my height and wears glasses. Name's Donovan."

Is that a good description of the new boy? Doesn't George Klinger give a more lively picture of his new classmate?

"The new fellow in our class is just as stuck on basketball as I am," George begins. "I noticed him doodling basketball plays before class today, so I started talking to him. His name's Huston Donovan; nickname—Don. He was on the JV at his other school, and he must be a good player. His build is just right—tall and muscular, with long arms. And is he funny! No, I don't mean 'hah-hah' funny. He has a wonderful sense of humor. He told me a good story about a boner he pulled one time during a game when his glasses were knocked off. . . ."

Why is George's description so much more interesting than Alex's? Because George is *observant* and *analytical* of people. He keeps his eyes open. Alex looked at Don and saw height and glasses. George looked and saw the basketball-play doodles.

Look and Listen

George also knows how to *express* the things he saw and analyzed about Don. He was eager to give his parents an accurate picture of Don. Did you notice how he corrected himself, changing his first description—"funny"—to "a wonderful sense of humor"? He wanted to choose his words carefully.

Do you *see* people the way George does—seeing what they like, what they're like, trying to understand them?

Perhaps you're not sure of the answer to those questions. Then *test* yourself. Think of someone you've met recently and spoken to only once or twice. How much do you actually know about him (or her)? Do you know what he looks like? What color are his eyes and hair? What's his smile like? Has he any outstanding mannerisms? Does he speak easily or hesitantly? What are some of his opinions? Is he a straight thinker? What are his hobbies or interests? Is he friendly? Reliable?

Now—and this may be even more embarrassing—ask those same questions about someone whom you think you know very well. Can you supply the answers? Can you supply facts and situations to back up your answers?

If you can't, you stand with Alex—at the bottom of the class. But you can move up with George simply by waking up to *people*. Make a game of it. Set yourself a goal. Say that your ambition is to be able to describe people—their looks and their personalities—as well as Charles Dickens describes Scrooge in *A Christmas Carol*:

Oh! but he was a tight-fisted hand at the grindstone. Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature

always about with him; he iced his office in the dog days; and didn't thaw it one degree at Christmas.

Now that you've set your sights on a target, let's examine the "ways" and "whys" of getting to know people.

Open Eyes, Ears, and Mind

1. What to do: From now on, really look at people when you're with them. Notice how Paul speaks; watch his expressions and mannerisms. Notice how he stands, sits, and walks, too. A person's motions often express his personality.

Why do it: This "eagle eye" approach kills two birds for you. Not only are you taking the first step towards knowing Paul; but you're also becoming a more interesting companion for him. He'll realize that you're focusing all your attention on him. Naturally he'll be flattered by this and will be more friendly.

2. What to do: Be "all ears" when someone is talking to you. Note carefully Enid's ideas, and her manner of expressing them. Try to discover *why* she says the things she does. Follow up interesting, or confusing, remarks with questions of your own.

Why do it: You're going to become a more interested listener. Your mind will be on Enid's conversation, not on last night's date or tomorrow's test. You'll lose any self-consciousness you may have about talking to people; you'll be thinking of the other fellow, not of yourself. By learning to challenge confusing remarks, you teach yourself straight thinking.

3. What to do: Analyze the actions of others, and try to understand their problems. When boisterous Bella "attaches" herself to you, including herself in all your plans, don't impatiently try to "shake" her. Get to know Bella; understand her.

Why do it: Unless you understand people, you can't decide intelligently who's worth your friendship. Perhaps Bella is one of a large family, and receives little attention and affection at home. More than likely, you'll discover that she's someone who merits your friendship. Don't risk losing her friendship by snap judgment—marking her as a "tag-along."

Those are the ways of finding the answers to "What's he like?" There's much you can do with the answers. Most important, you'll learn about living with and liking people. You'll also accumulate pages of material for that diary of yours. (See "Clear Your Desk for Fun," page 5.) You'll have the material for an "A" grade when your teacher assigns a character sketch. You might even reach your goal of rivaling Dickens' Scrooge!

IMAGINE THAT!

THE moon was a ghostly galleon
tossed upon cloudy seas,
The road was a ribbon of moonlight
over the purple moor. . . .

Does that sort of language make you say that poetry is too "high falutin'," too difficult to understand? Nonsense! That author wasn't writing "over your head." He was simply using *comparisons*.

To help you imagine the pale moon surrounded by wild clouds, he compared the moon to a ship, the clouds to waves. He could have said that the road stretched across the moor, but the picture is more vivid because he compared the road to a moonlit ribbon.

Many of our everyday words are based on comparisons. We call a man a *chiseler* — comparing him to a sharp tool. We call a small, crowded hallway a *bottleneck* — comparing it to the narrow passage through which the contents of a bottle must flow. We say that a man *barks* an order — comparing his voice with the harshness of a dog's bark.

Slang, too, is often based on comparisons. If a girl faints, you may say that she goes "out like a light." You're using a comparison to describe the speed and suddenness of the fainting.

What about proverbs? When you say that a rolling stone gathers no moss, you're not really talking about stones and moss. You're using a comparison to describe the uselessness of being a shiftless, wandering person.

All of those examples are easy to understand, aren't they? The comparisons you'll find in your reading are just as understandable. At first, they may require some thought — because they're unfamiliar to you — but you can't afford to skip them. You'll find imaginative comparisons in stories, sports columns, speeches, and newspaper articles, as well as in poetry. You'll miss the meaning unless you catch the comparison.

Figuratively Speaking

Comparisons like those mentioned above are called *figures of speech*. When writers use them, they're *speaking figuratively*.

A ribbon isn't really a road, is it? It merely *suggests* a road. The two objects are completely different. They have only one thing in common — they both

stretch smoothly and evenly across a flat surface. The author used the word *ribbon* to help you draw a clearer picture.

Your job, when reading, is to *recognize* figures of speech. Don't take them literally. Remember that the author is merely using a comparison to help you.

I. Mark each of these expressions F (for *figure of speech*) or L (for *literally true*).

- ____ 1. Her teeth were white and even.
- ____ 2. Her teeth were pearls.
- ____ 3. The engine purred.
- ____ 4. The engine made a soothing noise.
- ____ 5. Slippery as an eel.
- ____ 6. His hands hung miles below his sleeves.

What's the Point?

Once you've recognized a figure of speech, find the meaning in it. Remember that the two things which are compared will have only one point of similarity. To find the point of similarity, use your imagination. Draw a mental image of the two objects which are compared.

II. Each object in Column A has one thing in common with an object in Column B. Match the objects which have a point of similarity, and tell what that point is:

Column A	Column B
1. Sand dunes	a. Jet propulsion
2. Fog	b. A calm pond
3. A baked custard	c. A roller coaster
4. A machine gun	d. A typewriter
5. A sneeze	e. A grey cat

Once you understand the point of similarity, it's an easy matter to understand the figure of speech.

III. Read each of these sentences and answer the questions following. (Remember that many comparisons are merely *suggested* by the use of

words which carry certain mental pictures with them.)

1. The Indian girl was like a young poplar tree.

(Was the Indian girl short and plump?)

2. His beard gleamed like copper wire on his face.

(What color was the man's beard? Was it soft and fuzzy?)

3. Mrs. Randolph sailed across the room.

(Was Mrs. Randolph a timid person? How did she walk across the room?)

4. The ships of war were restless watchdogs prowling along the coast.

(Would it be easy for an enemy ship to reach the coast?)

Of course, authors don't put leading questions in parentheses when they use figures of speech. It's your job to ask your own question; then you'll understand the figure of speech.

IV. Read each of these selections. Underline the figure (or figures) of speech in each. Also, (a) tell what two things are being compared; (b) tell what they have in common; (c) rephrase the expression in literal language.

1. The Marines will have to wait a while for their next heavyweight champion because Maynard Daniels isn't quite ready to wear the crown. He had on his make-up but forgot his lines last night in losing by a technical knockout to Jorge Bescia at Turner's Arena.

2. Each year the quicksand of schizophrenia — a form of insanity — sucks thousands from the road of life. They are drawn into profound depths from which, until now, there has been almost no hope of escape. The quicksand remains, but stationed by it now is a life-guard with a strong rope — the insulin shock treatment.

Answers in Teacher Edition



"No other book has ever affected me as much!"



WE really gave you a "whiz" in this Letter Perfect Contest, but many of you came through with flying colors.

The two outstanding letters in the contest were submitted by Kay Holder, San Diego (California) High School, and Geraldine Sneade, Crisfield (Maryland) High School. Both Kay and Geraldine wrote simple, businesslike letters. They cut out old-fashioned, "stuffed-shirt" phrases. They added a sincere, polite bid for the customer's business. In their salutations, both substituted the customer's name for the impersonal "Dear Customer."

Here is the "problem letter" (published in our November 3 issue) which needed simplification:

November 5, 1947

Mrs. Harry Carlisle
23 Blossom Street
Watson, Minnesota

Dear Customer:

This is to remind you that you have not yet favored us with a response to ours of the 15th ult. We stated in said letter that we had checked our files and found, much to our profound regret, that the charge account we carry in your name has been inactive for over a year.

In accordance with the policy of our store, we must once again remind you that our regulations require that all persons carrying charge accounts with us must purchase at least \$50 worth of merchandise during the calendar year. We have found this provision to be necessary in view of the clerical and accounting costs which accrue to us as a result of entering and handling said accounts.

As advised in our previous correspondence, we shall be extremely pleased to reinstate your charge account if we may have your pledge that you will live up to the "active account" regulation. In the event that you cannot see your way clear to promise same, we shall be forced to drop your account.

In either case, it will be necessary for you to advise us of your wishes by filling in the printed form which we hand you herewith. Will you be so kind as to comply with dispatch?

Trusting that we shall hear favorably from you, we remain,

Yours very truly,

Schroeder's Buy-Mart
Paul Flitters
Credit Department

This is the letter for which Kay will receive her prize of \$1:

Mrs. Harry Carlisle
23 Blossom Street
Watson, Minnesota

Dear Mrs. Carlisle:

When we checked our files recently, we were sorry to find that your charge account has been inactive for over a year.

Our regulations require that all persons carrying a charge account purchase at least \$50 worth of merchandise a year.

If you have become dissatisfied with our prices or our service, please feel free to come in and talk it over with us. We hope to reinstate your account and see you in the store again.

Won't you fill in the enclosed form so that we may know your decision?

Yours very truly,

Schroeder's Buy-Mart
Paul Flitters
Credit Department

Enclosure

Another \$1 prize goes to Geraldine for this letter:

November 5, 1947

Mrs. Harry Carlisle
23 Blossom Street
Watson, Minnesota

Dear Mrs. Carlisle:

We have not yet received an answer to our letter of October 15, in which we informed you that your charge account has been inactive for over a year.

In accordance with the regulations of our store, all persons carrying charge accounts must buy at least \$50 worth of merchandise during the calendar year.

Please fill in the printed form in order that we may know whether we should drop your account or reinstate it.

We are looking forward to the privilege of serving you again.

Yours very truly,

Schroeder's Buy-Mart
Paul Flitters
Credit Department

Next Contest

You'll soon have another chance to compete in a Letter Perfect Contest. Watch for the announcement in our January 19 issue!



Henderson in Saturday Evening Post

"Please, Tim, don't interrupt! The boss's in a hurry for this report."

November 5, 1947



**HOW'S
THAT
AGAIN?**

By SLIM SYNTAX

HOW would you write the following sentence: "There are three (to's, too's, two's) in the English language"? And why do you choose the one you do? The sentence was brought up in our English class, and we would be very grateful if you would answer.

S. A. S., Bushnell, Ill.

Your question took me back to my youth when I tried this one on my teacher. I liked her very much, but you know how kids are — anything to embarrass a teacher.

My teacher, however, was very wise. She gave me the same answer I'm going to give you now!

There just isn't any one word in our language like the one you're looking for. Somebody ought to make up one just to save every generation of pupils the sweet agony you're going through. But maybe it would take some of the fun out of school life if pupils couldn't spring this one on a teacher every six months!

How do you pronounce *microbe*? I've heard is pronounced **MICK** robe.

J. V., Miami, Florida

I've heard it pronounced that way, too. It's wrong. Call him **Mike** — **MIKE** robe.

A problem has arisen in our English class as to the correct way to punctuate a series of words. We would like to know if the preferred way is to have a comma before the word "and" or not.

M. A., Euclid, Ohio

Your safest bet is to put the comma before the word and in a series. There are some authorities who say, "No." But our advice is, "Yes." In most instances, it won't make much difference whether you put the comma in or leave it out. But sometimes it makes quite a difference. For instance:

I like tomato juice, milk, ham, and egg sandwiches.

That means you like *four* things.

But:

I like tomato juice, milk, ham and egg sandwiches.

That means you like only *three* things because *ham and egg sandwiches* is only one thing. You see?



PRACTICE MAKES PERFECT



Vol. 3, No. 14, January 5, 1948

NAME _____

CLASS _____

Watch Your Language!

Just a few more things about the *subject* and then we're going back to that matter of sentences we left some time ago.

In these sentences, there's no doubt about the subject — a *person*.

1. *Willie* is my brother. (Simple subject.)
2. *Willie, the redhead*, is my brother. (Simple subject and modifier.)

In these sentences the subject is a *thing*:

1. *My cat* is ferocious. (Simple subject.)
2. *The cat with the bushy tail* is mine. (Simple subject and modifier.)

But the subject of a sentence *isn't always* a person or a thing! Sometimes it's an idea or a statement of fact or an act of some kind.

Let's look at some specific examples of this:

1. Brushing your teeth every morning is a good habit. What's the subject. No *person* here! No *thing* here! But there is something here that you're talking about. What is it? It's that whole group of words: *Brushing your teeth every morning*.

Let's try another:

2. To sing like Sinatra is my one ambition. Don't get rattled. Just read the sentence again and ask yourself: *What* is my one ambition? Your answer: *To sing like Sinatra*. Well, then, if that's what you're talking about, it's your subject. It's not a person and not a thing; it's an *idea* — a *thought*.

Whatever the sentence is about — *that's the subject*. It doesn't have to be a person, or place, or thing. It can be an idea, a fact, or a feeling. It doesn't have to be one word. It can be a group of words.

Now try your skill. Underline the *complete* subject in each of the following sentences. Two points for each one you get right. Total, 20.

1. Mary, the girl in the red sweater, belongs to my club.
2. To swim a mile isn't easy.
3. Crying over spilled milk doesn't help.
4. Beaten and tired, John gave up.
5. Recovery in Europe won't come overnight.
6. The passage of the new law was welcomed.
7. "A man may be down but he's never out" is a wise saying.
8. The truth of the matter is that I was at home.
9. A certain yellowishness of the skin characterizes malaria.
10. The success of the Marshall plan depends upon the cooperation of all nations.

My score _____

Are You Spellbound?

The menu for today is the same as last issue's — nice, hot, fresh *Spelling Demons* — the schoolboy's (and school-girl's) delight!

We hope you're giving our satanic friends the kind of attention they deserve. They're peculiar. Most people love attention. Spelling demons don't. They get fat on *no attention*. There's nothing they dislike so much as being dragged into the open; then they are shorn of all their sinister mystery.

1. *Absence*. (Of course, *you* never misspell this. Only your friends do! Well, then, let's be kind to your friends and tell them *why*. It's the old story again. They put an *s* in place of the *c* because that's the way the word sounds when pronounced. Slip them this little mnemonic gadget to help them remember: "There's no sense in *absence*.")

2. *Accept*. (There are two ways to misspell this word — but you don't want any help in *misspelling*, do you? Let's forget about them. Just take a good look at the word and notice the double *cc* in the middle. That's the trouble spot. Don't confuse this word with *except*. To *accept* means to receive. Ex: I *accept* the gift.)

3. *Advice*. (This word, spelled with a *c*, is used as follows: (a) I'll take your *advice* and stay at home. (b) The doctor's *advice* saved his life.)

4. *Advise*. (This is a close relative of *advice*, but it's used as a verb — not as a noun: (a) I *advise* you to stay at home. (b) The doctor *advised* you to go away.)

5. *Aisle*. (This is what you mean when you talk of an *aisle* in a theater or a movie or in church. We could never get its spelling fixed in our mind until we hit upon a satisfactory way of *mispronouncing* it. Maybe it will help you, too. Call it "ay izzle." Call the other one — *isle* — "izzle," but not out loud!)

6. *All right*. (*Two words*, bub, *two words*! Remember that. *All right* belongs in the same company as *all wet*, *all set*, *all out*. *Two words*!)

7. *Almost*. (Don't scream now! This is one word — with one *ll*!)

8. *Awkward*. (Split this in two and it will look less terrifying; *awk ward*.)

Here's that quiz — on today's demons and some of the others we've talked about. Look at the following sentences carefully. If there is a misspelled word, mark the sentence W, underscore the word, and spell it correctly in one of the spaces below. If there is no misspelled word, mark the sentence C. Three points each. Total, 30.

- _____ 1. I almost caught the grippe.
- _____ 2. Don't worry. My conscience is alright.

- _____ 3. My friend is so awkward.
- _____ 4. The bridesmaids walked down the isle.
- _____ 5. This was the advise of an amateur.
- _____ 6. I recommend that you except this book.
- _____ 7. In your absence, I shall accomodate him.
- _____ 8. Paralell lines never meet.
- _____ 9. Father benefitted from the doctor's advice.
- _____ 10. Absense makes the heart grow fonder.

_____	_____
_____	_____
_____	_____
_____	_____

My score _____

Sign Language

The apostrophe is a very useful little gadget. No doubt you're familiar with it. (If you aren't, you should be.) It has a few simple uses — but they're important.

1. When you want to indicate that something belongs to somebody or something. This is the *possessive case*.

a. Suppose you want to say that this hat belongs to Jack. You can say it just that way — or you can say, "This is *Jack's* hat." That's simple addition: Jack + 's = *Jack's* — singular possessive.

What do you do when the word ends in s? Don't get flustered. Just follow the rule. Add 's, like this:

Jones	Jones's	Dickens	Dickens's
-------	---------	---------	-----------

If those two s's at the end look a little odd, you can just add an apostrophe:

Jones	Jones'	Dickens	Dickens'
-------	--------	---------	----------

b. Now suppose you want to show that something belongs to *more than one* person or thing (*plural possessive*)? Just add 's to the *plural* — or, if the word ends with s, just add an apostrophe.

women	women's
men	men's
boys	boys'
speakers	speakers'

Note. This rule for the possessive does not apply to pronouns. They are written *without apostrophes*: yours, his, theirs, ours, hers.

There are two other common uses of the apostrophe:

2. To show where letters or numbers have been left out.

Ex.: It's about time to decide whether *you'll* go or not.

Ex.: He left America in the spring of '74.

3. To form the plural of figures and letters.

Ex.: There are two *m's*, two *i's*, and two *e's* in committee.

Ex.: Your *9's* look like *7's*.

Now try this test. If the apostrophe is in the right place,

mark the sentence **C**. If not, mark it **W** and put in (or take out) the apostrophe. Three points for each sentence you get right. Total, 30.

- _____ 1. Childrens clothes are sold there.
- _____ 2. My two sisters husbands will be here soon.
- _____ 3. Its about time you listened to your mother.
- _____ 4. Hes too young to play hockey.
- _____ 5. The mans hat was in shreds.
- _____ 6. Boys games are rougher than girls.
- _____ 7. How many cs are there in *accommodate*?
- _____ 8. Are these your's?
- _____ 9. The mens hats were cheaply made.
- _____ 10. If you fail, it will be no fault of our's.

My score _____

Words to the Wise

When you see a strange abbreviation, do you let it rest in peace, or do you dig up its meaning in the appendix to the dictionary? Test your knowledge on these. The abbreviations in each group in Column A have something in common; that "something" is listed in Column B. Count 2 points for each group you match correctly. Total, 20. (You should also be able to give the correct meaning for each abbreviation.)

Column A

- 1. B.A., B.S., M.A.
- 2. M.C., kc, FM
- 3. C/O, B/D, B/L
- 4. bbl., qt., bu.
- 5. TVA, ICC, NLRB
- 6. ex lib., vol., pp.
- 7. USMC, USN, USCG
- 8. A.M., P.M.
- 9. P.O., R.F.D., C.O.D.
- 10. A.D., B.C.

Column B

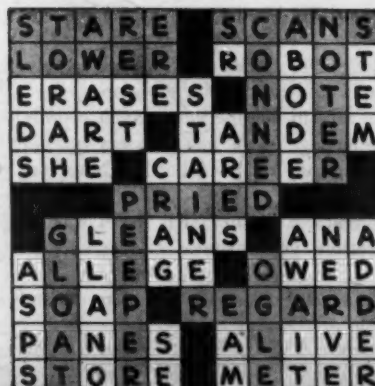
- a. Radio broadcasting
- b. Major periods of history
- c. Time of day
- d. College degrees
- e. Used in commerce
- f. Pertain to mailing
- g. Government agencies
- h. Units of measure
- i. Branches of our Armed Forces
- j. Refer to books and magazines

My score _____

My total score _____

Answers in Teacher Edition

Answers to Last Issue's Puzzle





Inside Washington

By Jean F. Merrill

Keeping the House in Order



Harris & Ewing

House Parliamentarian Deschler

WHEN you hear that Lewis Deschler keeps the House of Representatives "in order," you can be sure he doesn't do it with a broom and dust pan. He is the House Parliamentarian, a post he has held for 20 years.

As Parliamentarian, Deschler is the fellow who sees that our 435 Representatives observe the rules of the law-making game. When the Eightieth Congress convenes for its 1948 session this week, the 42-year-old Parliamentarian will be seated to the right of Speaker Joseph W. Martin, Jr.

The heat of debate may cause a Congressman to get excited and use some highly impolite words about one of his fellow legislators. If that happens, Deschler will whisper to Speaker Martin, "The gentleman is out of order."

Martin will then pound his gavel and repeat Deschler's warning to the House.

Needed: Tact and Fair Play

But the Parliamentarian's duties become far more involved than this. It is he who advises Representatives what rulings they may use to push legislation in which they are interested.

Deschler's position is a ticklish one. He must not only advise the Republican majority leaders, but he must give equally impartial advice to their Democratic minority opponents. If Republican Speaker Martin wants to promote the passage of a tax bill which his party favors, Deschler prescribes the proper parliamentary procedure for accomplishing this. At the same time, he may be asked to advise Democratic Minority Leader Sam Rayburn what his parliamentary rights will be if he undertakes to block the Speaker's plans.

When I was in Washington recently, I dropped into Deschler's office in the Capitol. I wanted to find out how one man can keep tabs on the 11,000 parliamentary rulings that the House draws upon in conducting its business.

When I arrived, Deschler, a tall, bulky fellow, was writing in the name of a committee on a newly drafted bill.

"This is only one of my duties," Deschler smiled. "Every bill a Repre-

sentative dreams up comes to my desk. I must check each bill for correct form, and then refer it to the proper committee for a hearing. Later, if the committee decides to consider the bill, it comes back to my desk for placement on the House calendar. If I hadn't learned to make speedy decisions, I'd have been snowed under long ago."

Deschler also occasionally takes over the Speaker's seat as presiding officer of the House. He does this when the House declares itself a Committee of the Whole. On such occasions (usually when Congress is considering the President's annual message or when appropriation bills are being discussed), Speaker Joe Martin takes his place on the House floor with the other Representatives. Deschler then takes charge of the meeting as Chairman of the Committee of the Whole.

He Points with Pride

"Today," Deschler told us with pride, "our rules of procedure in the House are perhaps the most finely adjusted, scientifically balanced, and highly technical rules of any parliamentary body in the world. Under them, a majority may work its will at all times in the face of the most determined and vigorous opposition of the minority."

"Isn't all parliamentary procedure pretty much the same?" I asked.

"Not necessarily," Deschler said. "Parliamentary practice develops according to the needs of an organization. Ours comes from four sources: the Constitution; Thomas Jefferson's manual of procedure; rules adopted by the House from the beginning of its existence; and the decisions of Chairman of the Com-

mittee of the Whole and Speakers of the House."

"How do you ever remember the thousands of rules and precedents that have been established in the history of the House?" I questioned.

"That's not possible," Deschler replied. "I merely try to establish general principles in my mind, and to learn where to find the exact law when I need it. It is rare for a question to arise in the House that has not been decided at some time in the past. And if I look far enough, I'm sure to find a ruling to cover practically any situation."

"In handing down a ruling to the House, is your word law?" I asked Deschler.

"Well, it's a kind of unwritten law that the House won't go against my ruling. Actually, I just give the Speaker my opinion. But the Speaker is always fair and will rarely go against the precedent."

Timekeeper for Congress

Deschler told me that his home was in Chillicothe, Ohio. He came to Washington to study for the U. S. Foreign Service at George Washington University. While going to college, he got a job as timekeeper on the floor of the House. When the Parliamentarian at that time resigned, the Speaker of the House asked Deschler to fill the post.

"I almost turned down the offer," Deschler recollected, "because I knew what a tough job it was. However, I tried out for a year as Assistant Parliamentarian, and then gave up school in 1928 to become a full-fledged Parliamentarian."

"After I became Parliamentarian," Deschler said, "I realized I ought to have some legal training, and so it was back to night school - this time to study law at National University."

"Your job sounds as 'tough' as you were afraid it would be back in '28," I commented.

Deschler nodded soberly. "Your Congressmen and I don't know the meaning of a 40-hour week. A 70-hour week is nothing in our work."

STOP LOOK and THINK



Register and Tribune Syndicate
"This cartoonist must be a Republican. He always draws the elephant bigger than the donkey!"

A FEW years ago a man was sent to prison for forgery. One of the newspaper reporters who covered his trial was convinced that he was innocent. The reporter continued to dig up evidence and report it for the newspaper. His news stories excited the public's interest in the case. These stories were influential in having the case retried; and the man was found innocent.

This is an example of the way newspapers use their influence for good purposes.

Alert newspapers — like alert citizens — keep checking up on how things are going. Articles about overcrowded playgrounds, congested traffic areas, city courts, etc., reach millions of readers. Newspapers can arouse citizens into making needed reforms in their city.

Because newspapers are influential, they should guard against giving readers one-sided or false impressions. A newspaper that gives such impressions harms instead of helps its readers. To protect yourself, watch for the following points in newspapers.

Slanted Words

When you read these three sentences, what three different reactions do you have?

"He aided Mr. X."

"He confessed to aiding Mr. X."

"He rescued Mr. X."

The first sentence is a straight-from-the-shoulder fact. The second sentence makes you feel that "he" was probably doing wrong in aiding Mr. X, doesn't it? The third example leads you to feel that "he" was in the right, even before you find out who Mr. X is and why "he" helped him.

As used here, "confessed" and "res-

cued" are "slanted" words. They are editorials which express the opinion of the writer. A news story or headline which uses slanted words is not giving readers straight facts. What impression do these headlines give you?

(a) GOVERNOR SCOUTS VOTES FROM FARMERS

(b) CONGRESS BUDGET SNIPERS STINT AGENCIES

The words "scouts votes from" for "address" and "Congress budget snipers stint" for "Congressmen cut funds of" influence you to read the news stories in a hostile mood toward the governor and certain Congressmen.

Watch for headlines with slanted words. When an "opinion" word slips into a headline, you should be able to spot it. The unlucky reader who doesn't stop short before such headlines is letting the headline writer make up his mind for him.

Who Said So?

Which of these two opening paragraphs of news stories sounds most trustworthy to you?

(a) Col. James M. Gillespie, 52, commander of the Robot C-54 Skymaster, said today that his flight across the Atlantic in the instrument-guided plane proved that a pilotless plane could be sent 3000 miles from the United States and back again, all from one radio station.

(b) If the Big Four conference remains deadlocked, President Truman may negotiate directly with Stalin. That is what the President told a Senator in conference recently. This information did not come from the Senator in question, who has refused to discuss his conversation with the President. It developed from a chance remark by an informed official, and was amplified by questions put to two authoritative sources . . .

The first paragraph seems accurate. It tells you *who* gave the information to the reporter. You must know where the facts come from in order to decide how important they are.

What about the second story? It doesn't tell you where the facts come from. As far as you know, this may be the guess of someone who doesn't know much more about the President's plans than you do. When a story is so vague that you couldn't go to all the people quoted and ask, "Did you really say that?" then it is not to be taken seriously.

Half of the Story

A newspaper reports a debate about whether the new airport should be built near the river or on a hill. If you read a news story that gives only the point of view of those who favor the hill site — hold on! The news story may be giving an unfair report. Try to find out what those who favor the river site have to say; then make up your own mind.

Recently most of the newspapers in a large city published front page headlines stating LADY IN MINK RECEIVES RELIEF. Many people who read the papers jumped to the conclusion that the relief money (which comes out of taxes) was being wasted.

A few days later the newspapers published these facts: the woman's mink coat was worn and ragged; she had no money; and she had a daughter to support. The newspapers had published only half the facts in their first articles! A few readers had realized this and were waiting for more facts before forming opinions; but many readers "fell for" the wrong impression.

Front Page

The story of a drug store robbery or of a girl who ran away from home are a part of the news of the day; but the decision to change the course of study in the schools, the news from Congress, etc., are more important to more people.

Stories that are important to many people should have the biggest headlines and front page space. A paper which runs large black or red headlines over crimes and scandals, day after day, is likely to give readers a lopsided notion of what is happening in the city and the world.

Get copies of two daily papers and make a list of stories on pages one, two, and three. Do the stories with the biggest headlines seem the most important to you? Are the stories you think most important on page one? Are the headlines straightforward and accurate? Check two news stories. Do they tell you *where* the facts come from?

This is the ninth in a series of articles on Newspapers. Next week: Advertising.

NEWSPAPER

Roundup

**Digests of Fact
and Fun in the News**

Small-Game Hunter

Feature Story by A. L. Simon
This Week

You've heard of big-game hunting in Africa, but did you ever hear of small-game hunting in California? W. H. D. Hornaday's unique business is hunting ants.

Hornaday turned ant hunter seven years ago, after watching the astonishing ants near his home in Coachella Valley, California. He thought others might like to watch, too, so he put the ants in transparent houses, castles, or villages. The cash customers were eager to take a look.

There's an art to ant-hunting. Armed with his specialized weapons of a soup spoon and milk pail, Ant King Hornaday goes on a daily safari into the wheat and grain fields where the little fellows lurk. The best time to hunt ants is at dawn or dusk. The heat of day and the darkness of night drive them underground.

Normally ants are a peaceful lot. Once, though, a few thousand got loose in a Los Angeles department store. By the end of the day, ants were riding escalators, marching across counters, and peering at pedestrians from store windows. A frantic phone call brought Mr. Hornaday to the rescue. Arming a dozen workers with milk pails baited with honey, he led the posse on an ant hunt all over the store. By nightfall all the ants were in the pails.

General Eisenhower and the Future Parade

Last June, General of the Army and Chief of Staff Dwight D. Eisenhower went to Columbia University in New York City to meet the school's leading professors. Ike had been elected president of the University.

Eisenhower made a brief speech. "Nobody," he said, "is more keenly aware of my academic shortcomings than I am." When he had finished, the professors clapped. It was the quickest victory Ike ever won.

Will Eisenhower run for the Presi-

The New Look

dency of the United States? Rumors say, "Yes." When questioned, the general always implies that he isn't a candidate but he never says, "No."

He has had little experience in politics, but he is an able politician. During the war, Ike showed his talent for being able to get along with people of strong wills and opinions. He is experienced in foreign affairs. He also has great personal popularity.

Another advantage—whether he uses it at Columbia or elsewhere—is the general's ability to say the right thing at the right time. When asked whether he would prefer to be addressed as "Mr. President" or "General" at Columbia, he said, "Just call me 'Ike.'"

Russians Spice U.N. Debate with Proverbs

Feature Story by Peter Kihss
New York Herald Tribune

Russian diplomats have introduced a new element of spice into sessions of the U. N. General Assembly—a seasoning of proverbs.

Mr. Vishinsky is the Russian delegate who leads in the use of adages. His rosy cheeks are chubby with glee and his cotton thatch bobs when he quotes a proverb. He loves them.

According to Vishinsky, the Turkish press has been imitating the American newspapers in warmongering. "A Russian proverb," he commented, "tells of a lobster following a horse and trying to make claw prints to match the horse's hoofprints."

Mr. Vishinsky was not convinced, as were others, that the proposed "Little Assembly" for the U. N. would be just a committee; he believed it would become a major part of the U. N. "This reminds me," Mr. Vishinsky declared,



Marcus in the New York Times

"of a certain monk, who, wishing to eat pork during Lent, called the pig a fish."

Proverbs and old folk sayings are characteristic of Russian talk. They also hint the Russians' love of fun—one of the many likable human traits forgotten in these days of diplomatic bitterness, and one of the many characteristics the Russians share with the American common man.

Talent Scout Seeks Animals

Feature Story
The Spokesman-Review

HOLLYWOOD—Lee Sheldon has a strange job—even for Hollywood. He works for Warner Brothers' studio as an "animal man." It's Sheldon's duty to keep a weather eye out for all types of beastly talent. The more unusual the animal, the better.

Recently he had the offer of "two wrestling cats" from a woman in Omaha, Nebraska. There seems to be no use for wrestling cats right now, but Sheldon catalogued the offer, along with the "pretty white duck with awfully flat feet," the canary which whistles (so his owner says) "The Star-Spangled Banner," the dog that can "float in any position," the parrot which sings, and the pet moose in Denver which "smokes a pipe upon request."

Recently Sheldon helped film a White Leghorn rooster whose picture was needed for the introduction to Warner Brothers' Pathe newsreel. The filming of the rooster took two days. The best crower wasn't the finest looking rooster, so the problem was to film the most beautiful bird while recording the voice of the more vocal one. Morn drifted into afternoon—and you know how roosters hate to crow after lunch.

Palestine Peacemaker

A grandson of an American Negro slave, Dr. Ralph J. Bunche, has been appointed head of the United Nations Secretariat staff which is going to Palestine to administer the partitioning of the country.

It is fitting that the world organization has appointed Dr. Bunche. It is dedicated, among other things, to the elimination of racial and religious prejudices everywhere.

The post assigned to Dr. Bunche is one of the most important in the U. N. He will be in charge of a staff of 75 persons who will accompany the five-nation commission to the Holy Land. Their task will be to help set up the independent Jewish and Arab states in Palestine.

Dr. Bunche is thoroughly qualified for his job. Born 44 years ago in Detroit, he majored in international relations at the University of California and earned a Doctor of Philosophy degree at Harvard. His studies of race relations and colonial policy have taken him to South Africa, Malaya, Indonesia, China, Japan, and into the Caribbean area.

On leave from his professor's post at Howard University, Dr. Bunche served with the Office of Strategic Services during the war. In 1944 he joined the State Department to help draw up the proposals for the trusteeship section of the U. N. Charter.

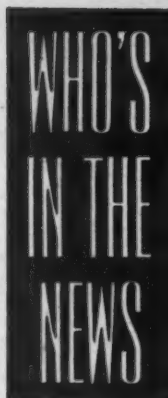
He quit the State Department in February, 1947, to become director of the United Nations Trusteeship Division. Throughout last summer he served with the U. N. Special Committee on Palestine—which prepared him directly for his new position.

Dr. and Mrs. Bunche have three children: two daughters, 14 and 15 years old, and a son of four.



United Nations photo

DR. RALPH J. BUNCHE



Press Assn

ROBERT SCHUMAN

France's Man of the Hour

At the helm of the French ship of state in its stormiest political weather is 61-year-old, hardworking, soft-spoken Robert Schuman, who has succeeded Paul Remadier as premier.

Challenged by the Moscow-directed Communists, the newly appointed premier called their bluff and won round one in the fight to preserve order in France. To save the Fourth Republic from the worst crisis in its brief history, the National Assembly voted Schuman extraordinary powers.

No ball of fire as an orator, and rather shy of publicity, Schuman was not widely known to the French public when he was called upon to assume the premiership last November. A descendant of an old Lorraine family (that accounts for his German-sounding name), he was born in Luxembourg. Schuman studied law and was elected to the French parliament.

He received his first ministerial post in 1940 when he was named Under-Secretary of State. He took charge of the flood of refugees fleeing ahead of Hitler's invading armies.

Arrested by the Nazis the same year, he escaped with the aid of the French Resistance after having been held prisoner for seven months in a German fortress. After the Nazis occupied the whole country, Schuman went into hiding and was active in the underground Resistance movement until the liberation of France in 1944. He is one of the top leaders of the middle-of-the-road Popular Republican Movement.

Schuman is bald-headed with a reddish-grey mustache. He is described by those who know him as a man "who talks softly but not very much." Although wealthy from his family's fortune, he has always been very thrifty. He eats the same lunch every day—a 120-franc (\$1) special—and keeps his money in an old-fashioned coin purse.

National Defense Planner

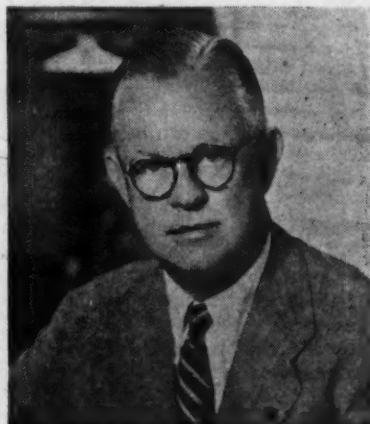
Arthur Middleton Hill, 55-year-old Greyhound Corporation chairman, has been named by President Truman to a new and grim task. As chairman of the National Security Resources Board, it is Hill's job to see that American industry is ready to mobilize for war—if that dread possibility ever becomes a reality.

The National Security Resources Board was set up by Congress last year. It is an important unit in our newly unified national defense organization. The Board consists of Chairman Hill, Secretary of Defense James V. Forrestal, and five other members of the President's Cabinet. It reports directly to the President on "the coordination of military, industrial, and civilian mobilization."

His new surroundings in the Pentagon Building in Washington will be familiar to Hill. During the war he was a special assistant to Secretary Forrestal, who was then Secretary of the Navy. Transportation expert Hill helped crack the Navy's wartime shortage of rubber, and also advised the Army's Quartermaster General.

Hill comes from Charleston, West Virginia, but spent much of his boyhood in Arizona. After graduating from Central Missouri State Teachers College, he returned to Charleston. His interest in transportation dates from his return from World War I. He helped organize the bus companies which have grown into the present Greyhound lines.

The new Security Resources Board director is married and has one son and one daughter. He is widely recognized for his ability to organize and "get things done." At the same time, he acts calmly and deliberately, on the basis of solid planning.



Statler-Chase photo

ARTHUR M. HILL



KID BROTHER

TERRY BURTON made a quick pivot, throwing the substitute guard off balance, and hooked a clean shot toward the basket. The ball ripped through the net, and the guard, who had a philosophical nature, said "Very purty," in an admiring voice.

Terry shrugged. He'd learned that particular maneuver from watching his brother, and it sometimes came in handy. Not that he could shoot them with Mac's incredible machine-gun accuracy. Players like Mac Burton only turned up once a decade in a school, and his name was still magic in Duncan High's halls. Six-letter man. All-State gridiron great, hockey and swimming star, record-breaking shot putter, captain of the baseball nine, and the

**Who would win . . . Terry or the
Duncan High basketball team?**

By B. J. CHUTE

spark plug of a championship basketball team. When Mac graduated, Duncan had closed its greatest athletic era.

The two brothers weren't much alike. Mack was big, easy, and spectacular. Terry was slight and strung on wires, a scrub on the football team, not husky enough for hockey. At basketball and tennis, he was pretty good—fast and nervous—but not like Mac, who could slice up a defense like a hot knife cut-

ting into butter. You couldn't expect more than one Mac to a family.

Terry sighed inwardly, looking for someone to pass to, saw that his running mate, Suds Kelly, was on a busy line, and elected to try a long one. The ball traveled to the hoop like a needle on a magnet, and it was another goal for the varsity.

The coach blew his whistle and stopped the play to speak to one of the second-team guards. Suds wandered over to retrieve the ball and came back to Terry with it cradled under his arm. "Very handsome bit of shooting, suh," he said approvingly. "You know, Terry, you're looking pretty good this season. Maybe you're wearing Mac's shoes."

Terry laughed and took the ball. "Not me."

"I don't know," said Suds. "You've done plenty of scoring the last few games."

Terry sighted the basket and tossed a free throw in neatly. "Why all the bookkeeping, Suds? I didn't know you were the mathematical type."

"I'm not. I just happened to be looking at the conference scoring records. Wilder at Conover and Speed Lewis at Washington are out front, but you're crowding them."

Terry, starting to collect the ball, stopped in his tracks. "Me?" he said incredulously. "You're kidding."

"You're as much in line for the *Daily News* cup as any guy in the conference. You've been averaging nice and high every game," said Suds. "What's the matter? Don't you like cups?"

Terry's heart gave a bound that nearly kicked out his front teeth. Three years ago, the newspaper cup that was awarded annually to the high-scorer of the Little Ten had gone to Mac Burton. It was sitting on the Burton mantelpiece this minute, along with a flock of other trophies. The twin of that, with Terry's name engraved on it, would look pretty nice over the fireplace.

Pretty nice? It would look beautiful. Terry had a sudden vision of bringing that cup home, and of the spurt of pride in Mac's eyes. Then he told himself to relax. It was just a dream—but it was a nice dream.

"You sure about the scores, Suds?"

"Sure, I'm sure."

"Holy smoke, I never even thought about—"

The coach's voice interrupted him, and he went after the ball.

For the rest of that practice, he played over his head and kept the subs in hot water. Even the coach whistled gently over a one-hander that went for mileage, and Terry began to think that maybe the cup wasn't just a dream. He could move up fast on Joe Wilder and Speed Lewis if things broke right.

The coach said finally, "Okay, kids,

get to the showers. — Nice shooting, Terry."

Terry, knee-deep in clouds, followed the gang out to the locker room.

The Allison game was slated as a breather, but Terry pointed for it as if it were the season's biggest show. In the pocket of his sweat shirt, he carried a list with three names on it. Number one name was "Joe Wilder — 74 points." Number two was "Speed Lewis — 69." Number three was "Terry Burton — 64." Both Wilder and Lewis had tough competition to face that afternoon, which might cut their scoring down. Here was where Terry Burton was going to narrow the gap.

He started right in, caging a rebound before the Allison defense got set. That was two points. Five seconds later, he bounced one in from mid-court, and that was four points. Allison began to be attentive, and their lanky center snared an under-the-basket try. Jim Clark at guard put the ball in play again, passing to Suds who whirled and shot for the basket. The ball wandered around the rim, peered inside, and decided to drop through.

THAT was six points for Duncan, but only four for Terry. The next time the ball came his way, he was up the floor and Suds was near the free throw line. Terry hesitated, sighted the basket and shot. The ball hit the backboard and bounced out.

Suds's eyebrows traveled up. Terry said "Damn it" under his breath. A moment later, however, he was awarded a free throw and skipped the ball into the basket like a homing pigeon. That was five points toward the right to shine up the high-scorer's cup.

Duncan pulled out at the half on the long end of a 17-12 score, but Suds was edgy. "We ought to have thirty points on them by now," he worried. "What's the trouble with us?"

Terry said equably, "We're doing all right." They were, too, and he should know. Twelve of those seventeen points he'd scored personally, and there was still half the game to go. If Wilder and Lewis were being bottled up at all that afternoon in their own games, Terry's scoring would make a nice jump ahead. He wasn't going to mention it at home though. He was saving his news until the day when he could put the cup — his own cup, the first Mac Burton's kid brother had ever won — into Mac's hands.

"Relax, Suds," he said.

Time was in again, and Duncan opened up with a free-shooting exhibition starring Terry Burton. They didn't all go in, but he was playing percentages and didn't expect a ringer every time. The Duncan offense didn't seem as highly coordinated as it had in some

games but it clicked and, when the final gun went off, Allison was trailing eight points, and Terry had hung up a record for himself of six goals and five free throws. That added up to seven-teen points of anyone's bookkeeping.

He whooped off to the locker room in high spirits and tracked down the team manager who was a walking encyclopedia of information. "Hey — Jimmy! Do you know how the Conover and Washington games came out?"

"Uh — Conover took Jefferson 19-18. Washington was leading by three points — last I heard."

"Wilder and Lewis do much scoring?"

"Pretty good. Wilder picked up ten, and I think Speed Lewis got fourteen. Why?"

"Nothing." Evidently no one but Suds had noticed how the scoring was shaping up. It was too early in the season for most of the guys to think much about it. Feeling good, Terry went over to Suds.

"Conover and Washington both won their games," he announced.

Suds glanced up. "Not bad. Their competition was really tough. Terry, we ought to have won by more than eight points. That didn't look so good against a team like Allison. They're in the conference basement."

Terry grunted and reached for his sweat shirt, diving into the pocket for his slip of paper and beginning to figure. "Wilder, ten more points; fourteen for Lewis; and I got seventeen. That's —" He fell into a mathematical trance, then grinned. "Gee, another good break like today's game and I'll be in the lead."

Suds gave him a sharp sideways look.

It was turning into a pretty good season for Duncan. They won and lost their share, but they stayed in the top brackets. Terry stayed in the top brackets, too, sometimes ahead and sometimes behind Wilder and Lewis, but always elbowing them.

On the afternoon they shellacked Fenwick Prep, Terry rode high on a wave of confidence and a scoring collection of twenty points. Unfortunately, that was the afternoon when Joe Wilder, doing some collecting himself, set a scoring high by plunking twelve goals and four free throws through the net.

Terry got that bit of news on his way home from the game, and his heart took an elevator ride to the cellar. He slushed along through melting snow, hands jammed in pockets, and thought about Joe Wilder and Conover High. Duncan would face Conover in its last game of the season, and Terry had envisioned himself outpointing and out-fighting his nearest rival. Now he was trailing Wilder in the scoring, and there

might not be a contest at all. Come the last game, Joe Wilder might be sitting right inside that cup.

Someone behind him yelled, "Hey, Terry!" He turned to find Suds splashing through a puddle.

"You big dodo," Suds said good-naturedly. "I thought you were going to meet me outside the gym."

"I'm sorry. I legged it over to the Center to find out how Joe Wilder did this afternoon."

"That was a foregone conclusion," Suds grumbled. "Conover won hands down. Must've."

"Yeah. But Joe Wilder scored twenty-eight points."

Suds whistled.

"It puts him in the lead," Terry said shortly.

There was a rather long silence, then Suds said, "For the high-scorer's cup, you mean?"

"Naturally."

Suds looked slightly embarrassed. "Look, pal, I don't want to stick my oar in, but — well, aren't you thinking too much about that cup? I mean, just lately, you seem to care more about your own scoring board than about the team. I —" He trailed off, as Terry stared at him in astonishment, then he tried again. "Well, look at the game this afternoon, Terry. We set up feeder plays with me in close, and then you shot from mid-court."

"I made them, didn't I?"

"Yes, but that's not the point. Terry, nobody'd be more pleased than old Suds if you won the cup, but it isn't that important."

Not important? Not important, the chance to make Mac really proud of him?

He started to retort, then he shrugged. You couldn't expect anyone else to understand what it meant. Suds, naturally, was thinking about the team. Well, that was what Terry was thinking about too, a team that won on points. Terry was going to make those points personally, that was all.

He said goodnight to Suds at the corner and went on home, thinking about the cup.

THE afternoon of the big Conover game found Terry in an advanced state of nerves. Normally he took a game in his stride, but this was different. This game was the payoff, and it would make or break his chances.

Speed Lewis was out of the running for the cup, after a week's layoff with a sprained ankle. Joe Wilder had hit a short slump. Terry, playing the percentages, shooting for the basket whenever he laid his hands on the ball, had pulled up nearly even. With one game to go, Joe Wilder stood 130 points. Terry had 126. The Conover-Duncan

game would bring them together and decide the cup winner.

In the locker room, he sat on the bench and drew deep breaths, trying to steady his pulse. He almost wished he hadn't asked Mac to come, but his wanting to have Mac share his triumph had got the best of him. Mac had cut a class at the University to be there, in the cheering section.

Terry swallowed hard, icicles in his spine.

The coach said, "All right, kids. Get going," and the squad jumped to their feet, pushing through the doorway, anxious for action. The Duncan rooters started yelling as soon as they came out on the floor, and the gay-bannered gymnasium thundered with cheers.

Terry spotted Mac in the gallery and waved to him with a hand that felt stiff as a poker, then he put his attention on the court.

The Conover squad was passing the ball around in a snappy drill, and Terry took a good look at Joe Wilder. Tall, loose-built, and easy-moving, with a nice coordination and a sharp eye for the basket. Terry found himself wondering if Joe's mind was fastened on the cup, too. Then the referee signalled time, and Terry jerked his attention back to the moment.

"Shorty" Long, Duncan's center, took the opening tip-off, and Tony d'Esta picked it up to short-pass to Terry. Terry, finding he had a Conover guard wrapped around his neck, pivoted, feinted to Suds, and then broke for the basket in a fast dribble. His guard was made of glue, and Terry's shot for the basket was rushed. The ball hit the rim and ricocheted wildly.

Joe Wilder drove in, picked it up, and stampeded for his own fireside. He ducked a guard, passed, took the pass back again on a quick exchange that had shaken him loose, and shot for the basket from a good angle.

The ball dropped through, and the Conover stands roared and stamped.

Terry frowned. Two more points for Joe. That was six now he had to make up. The ball was thrown in, and Conover broke up a pass and brought it into the danger zone again. This time the try was short, and Suds collected off the backboard.

Terry's fingers yearned for the ball. Suds whirled, broke, looked as though he was planning a long one, and then saw Terry in a cozy set-up play under the basket. He passed to Tony and Tony beamed it to Terry.

Good guys! Terry flicked the ball through the hoop, special delivery.

Conover and Duncan settled down to business. Both teams played a fast-breaking offensive game, long pass and short pass. Duncan normally varied this

(Continued on page 21)

Tasty, toasty... crunching good to eat! Look for the package with the picture of Niagara Falls - that's the one and only Nabisco Shredded Wheat!

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HIS NIBS

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TAKE A LOOK AT THIS CODE I FOUND, WILMER - CAN YOU FIGURE IT?

ONE OF BUTCH'S GANG MUST'VE DROPPED IT!

CAN YOU READ THE CODE?

BUTCH: RIB RHO ANS DORA I DUS MAC

OH NO YOU WON'T!

HEY - IT SAYS "RAID NIBS CLUB" HOUSE - 10 A.M. WE'VE GOTTA STOP 'EM!'"/>

BUTCH'S GANG FOLDED UP FAST! GUESS THEY DIDN'T EAT ANY NABISCO SHREDDED WHEAT LIKE WE DID!

WOW - I'M TIRED FROM THAT HIKE! LET'S TEAR THE PLACE APART!

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HEY BUTCH! PROMISE NO MORE RAIDS AND WE'LL LET YOU SHARE OUR SWELL NABISCO SHREDDED WHEAT!

WE'LL HAFTA WORK FAST. IT'S 9 O'CLOCK NOW, AND A LONG HARD HIKE TO THE CLUB HOUSE!

HEY - IT SAYS "RAID NIBS CLUB" HOUSE - 10 A.M. WE'VE GOTTA STOP 'EM!'"/>

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WE'LL HAFTA WORK FAST. IT'S 9 O'CLOCK NOW, AND A LONG HARD HIKE TO THE CLUB HOUSE!

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SPORTS

Everybody's All-American

HERE it is — the super All-American football team of 1947, picked for you by thousands of experts all over the land.

As you can see in the table below, I took the six best All-American teams, laid them side by side, and counted noses. The players who received the most votes in each position became my super team.

The competition for positions this year was keener than an eagle scout's knife. Only two players — Johnny Lujack and Bob Chappuis — were unanimous choices. Last year six players were picked by everybody.

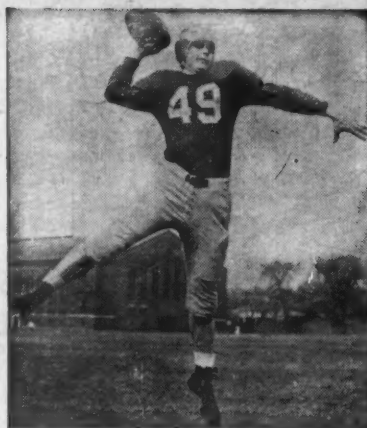
Just two of our 1946 choices repeated in 1947 — Lujack and George Connor, both of Notre Dame. Another Notre Damer, Bill Fischer, also made the team this year, giving the Fighting Irish three positions. No other school, and that includes Michigan, placed more than one man on the team.

This tribute to the Fighting Irish is well-deserved. Notre Dame waltzed through its schedule unbeaten, untied, and unpressed. Don't mention the Northwestern game, please. True, the Irish won by only 26 to 19, but the issue was never really in doubt, and the Irish "out-statisticked" the Wildcats by a wide margin.

I honestly believe that Notre Dame went easy on most of its opponents this season. I think the Irish could have doubled nearly every score if they had felt so inclined.

What were Notre Dame's key games this season — Army and U. S. C., right? Those were the only two teams given a chance to lick N. D. And you know what happened when the Irish cut loose. They gained nearly 400 yards rushing against both teams. It takes a powerhouse to run up that much yardage against a top-flight opponent.

Why didn't Notre Dame pour it on in all its games? Simple — the Fighting Irish are getting too good. If they keep knocking off their opponents by lop-



Bob Chappuis (left) and Johnny Lujack (below), the only two players who made every All-American team.



sided scores, they'll soon run out of competition.

In fact, it's already happening. Most of the famous Big Nine teams — Michigan, Illinois, Ohio State, and Minnesota — no longer play Notre Dame. Even Army, the Irish's traditional rival, doesn't want any part of N. D. any more.

From a dollars-and-cents standpoint, Notre Dame doesn't care. It can play Peoria Junior High and still fill a stadium. Where it hurts is in the prestige department. Notre Dame likes to play the big-name schools more for the glory than the money.

Okay, you Michigan fans, line up in size place and I'll take you on, one by one. I know you've been frothing at the mouth while I've been singing the praises of N. D.

You've been growling: "What about Michigan? Didn't they finish the season unbeaten and untied, against a tougher schedule than Notre Dame's? Couldn't they have polished off the Irish?"

Look, pals, I love the Wolverines almost as much as my pay-checks. Michigan had a beautiful club last season and two truly great backs in Chappuis and Bump Elliott. But I don't think they would have stood a chance against Notre Dame.

Minnesota and Illinois both gave the Wolverines a bad time, trading yard for yard and losing by only a touchdown apiece. I don't think either of those teams could have given Notre Dame more than a good workout.

This is all personal opinion, of course. Anyway, for a good tip-off on the relative strength of the two teams, check the U. S. C.-Michigan score (Rose Bowl) with the Notre Dame-U. S. C. score (38-7).

One more forward pass before I call it a season: Notice how well I did on my football predictions last October?

I picked Notre Dame to cop the national title. A bull's-eye. (Quiet, you Michigan people.) I picked Penn to lead the East. Right again. (Did I hear a bleat out of you Penn State fans?)

I also picked Texas in the Southwest, Michigan in the Mid-West, Alabama in the South, California in the Far West.

Well, I was right on Michigan and Alabama. Texas lost out, by only a single point (to Southern Methodist, 14-13), while California surprised everybody by finishing runner-up to U. S. C. in the Pacific Coast Conference.

Pardon me while I wallop my back in pride.

— HERMAN L. MASIN, *Sports Editor*

Position	Associated Press	Collier's Grant'd Rice	United Press	Int'l News Service	Look Magazine	Sat. Eve. Post Col. Coaches	Final Winners
End	Cleary U.S.C.	Cleary U.S.C.	Poole Mississippi	Cleary U.S.C.	Cleary U.S.C.	Poole Mississippi	Cleary U. S. C.
Tackle	Davis Ga. Tech.	Davis Ga. Tech.	Ferraro U.S.C.	Davis Ga. Tech.	Davis Ga. Tech.	Davis Ga. Tech.	Davis Ga. Tech.
Guard	Fischer Notre Dame	Subey Penn State	Fischer Notre Dame	Subey Penn State	Fischer Notre Dame	Franz California	Fischer Notre Dame
Center	Bednarik Penn	Scott Navy	Bednarik Penn	Bednarik Penn	Scott Navy	Bednarik Penn	Bednarik Penn
Guard	Subey Penn State	Steffy Army	Steffy Army	Steffy Army	Steffy Army	Steffy Army	Steffy Army
Tackle	Harris Texas	Connor Notre Dame	Connor Notre Dame	Czarobski Notre Dame	Savitsky Penn	Connor Notre Dame	Connor Notre Dame
End	Swiacki Columbia	Swiacki Columbia	Swiacki Columbia	Swiacki Columbia	Hart Notre Dame	Swiacki Columbia	Swiacki Columbia
Back	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame	Lujack Notre Dame
Back	Chappuis Michigan	Chappuis Michigan	Chappuis Michigan	Chappuis Michigan	Chappuis Michigan	Chappuis Michigan	Chappuis Michigan
Back	Evans Kansas	Evans Kansas	Layne Texas	Conerly Mississippi	Layne Texas	Walker S. M. U.	Layne Evans
Back	Walker S.M.U.	Minisi Penn	Walker S.M.U.	Walker S.M.U.	Conerly Mississippi	Elliott Michigan	Walker S. M. U.

Kid Brother

(Continued from page 19)

with a cagey ability to fall into a set formation when the steamroller offense jammed, but this afternoon Terry Burton was spearheading the attack and Terry was driving for the basket.

When the period ended, Duncan had eleven points to Conover's eight, and it was largely due to Mac Burton's kid brother. Terry, one eye on the basket and one on the cup, had two columns of figures in his mind. One was the score. The other was his own batting average. For the first time that season, he had an edge on Joe Wilder. He was going to hold that edge.

Play in the second quarter got fast and tough. A long-legged Conover obstacle named Anderson had inherited the job of playing bodyguard to Terry, and trouble developed. Anderson was allergic to long tries for the goal, and he did everything but put a handcuff on Duncan's ace forward. Terry, goal-conscious, scrapped for a decision near the sideline, and the referee finally called a holding penalty and awarded one free throw. Terry made it good, and piously hoped that Anderson would relax his earnest attention to duty.

Anderson didn't. He just kept better track of what he was doing with his hands, and Terry, who was in no mood for a free-passing game, clung stubbornly to his personal basket tries, while Conover, in possession, opened up and passed all over the field. Conover clicked on a rebound and two center-court tries and scrambled into a perilous two-point lead, 14 to 12. Terry still held his own fragile scoring edge. He tightened and put on pressure. Every time he dropped one through the hoop, the cup got a little nearer and a little shinier.

Shorty floated a pass, and Terry taxied down the sidelines, dribbling and trying to shake Anderson. It was like shooting through a picket fence. The hook shot he tried was wide. Suds, in the next time out, caught at Terry's elbow. "You'd better try to get some of those passes down my way, kid. Anderson's doing a scotch-tape job on you."

Terry shook his head impatiently. Nobody was going to stop him tonight, Anderson or Suds or anyone else. He was going to connect with enough shots if he had to climb into the basket with them personally. That meant a win both for him and for Duncan. They paid off scores on baskets, didn't they?

The half ended with the gallery yelling and whistling when Conover put on a razzle-dazzle exhibition that pulled them ahead to a 22-17 lead. The teams trailed off the floor and

headed for the lockers. Suds flopped down beside Terry. "Really tough," he said,

Terry nodded. He was still those two points up on Joe Wilder, but they could go with the wind. Then he realized that Suds, naturally, was thinking about the score, and he had a moment's uneasiness because he hadn't been thinking about it himself. He shook that off. The cup for him and victory for Duncan would be won together.

"We'll take 'em," Terry said confidently.

When the umpire poked his head in-

formatively through the doorway, the players pulled themselves to their feet and hitched up their pants. An ear-splitting ovation met them as they ran out on the floor, with the galleries panting for action.

Both teams obliged, opening up with basket bombardments. Conover rolled into high gear on a series of continuity plays, centered around Joe Wilder, and plugged the hole in the basket three times running before Duncan got wise to the changed tactics and clamped down defensively. Joe had made only one of the goals, but that willed him

(Continued on page 24)

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still
time

but not too much!

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Jam Session

(Continued from page 4)

... have more of your interesting *Jam Session* polls such as the one on the most popular films of the year and on what high school students should know. I would suggest similar polls on books, sports, vocations, etc.; I also would like to see more interviews with people of interest to teen-agers.

John Sandbo
West H.S., Minneapolis, Minn.

... use a column or two to advocate the reading of good books. And I would scatter some poems throughout the magazine. I also would be in favor of a monthly article on good grooming.

Joan Sachs
Bishop Muldoon H.S., Rockford, Ill.

... not change a thing. All the material in the magazine is interesting and educational. My parents are always as anxious to read my weekly copy as I am.

Dona Boor
West H.S., Minneapolis, Minn.

... publish articles on the various careers which could be chosen by high school graduates. Many students have only a vague idea what work they would like to take up. Articles giving the highlights of different careers, as well as the personal qualities essential to success in that field, would prove invaluable to readers.

Mary Ann Regal
St. Thomas Aquinas H.S., Detroit, Mich.

... include more material on religion, how it influences us, and the goal the churches are trying to achieve.

Patricia Ramm
Council Bluffs (Iowa) H.S.

... like to see a new approach in the articles about successful people. Instead of just reporting what they did, couldn't you tell us *how* they did it? Maybe they have a special formula for success. I'm sure a creative writing student, for instance, would be interested in Sinclair Lewis' ideas on what makes a book or story great.

Eugene Zarling
West H.S., Minneapolis, Minn.

... make it longer. Your magazine is excellent reading, but just too short!

Beverly Walters
West H.S., Minneapolis, Minn.

Reading this fine magazine is one of my favorite pastimes. However, there is one addition I would like to see, even if you have to take something else out. I would like to see more information on

our government and the people who head its various departments. I would like to hear about the policies of these people, and about their home life.

Mary Jane Verona
Bishop Muldoon H.S., Rockford, Ill.

... have more "pro and con" discussions. So many of us hear only one side of many issues and must form our opinions on that basis.

Rosemary Dolan
Bishop Muldoon H.S., Rockford, Ill.

I am glad to say your magazine contains just about all of the qualities I look for in a publication used both for entertainment and instruction. There is one exception, however. You have few scientific articles. In an age where science plays such a large role, I think the youth of our country should be awakened to some of its achievements, failings, problems, and solutions.

Jackie Johnston
West H.S., Minneapolis, Minn.

There Will Be Some Changes Made!

We want this to be *your* magazine. We want you to find within its covers the information *you* need and want. And so we propose to put into effect every one of your "Jam Session" suggestions for which we can find the space.

All of our editors have read your letters carefully, and we have compiled a large chart showing just what changes or additions were suggested most frequently. There were ten items that were mentioned again and again by our "student editors."

Here they are. And here is what we propose to do about them:

1. *You want articles about teen-agers in other countries.* You're going to have them. In this issue, we begin a monthly series of first-hand reports written by young people who have recently traveled in foreign countries. (See "Belgium on a Bike.")

2. *You want more student writing of all sorts.* So do we! If you will send us your work—short stories, essays, poems, editorials, book or movie reviews—anything, in fact, we will see that the best contributions are printed in these pages.

3. *You want more short stories.* We were very pleased to hear that you think our editors do a first-rate job of uncovering the kind of stories you like to read. Unfortunately, an average-length story takes up three or four pages, and to have more stories in each issue we would have to drop some of the other features you like. But whenever we can find a "short short" story, we will try to give you more than one per issue.

4. *You want more sport articles.* It

seems we can't give you enough columns on this subject. (This request come from girls, too!) You'd especially like more sports columns devoted to news of sports events in individual high schools and stories on high school athletes. Although our sports editor has a track star's stride and really "gets around," he can't make personal visits to every high school in the U. S. But any time you think you have a local athlete whose achievements would be of national interest, drop our sports editor a line. If the story is as good as you think it is, he'll see that the story goes into his column.

5. *You want career articles which will not only help you to select your career, but will tell you how to prepare for it.* As a matter of fact, we have always had a regular vocational feature, although some of you didn't recognize it as such. To prevent confusion, we are now tagging our vocational page "careers ahead." This semester we have had vocational articles on: salesmanship, clerical work, service station jobs, government jobs, jobs in aviation (both on the ground and in the air), and telephone jobs. Next issue we will give you the "inside story" on barbers and beauty shop operators. In future issues we will tackle the fields of teaching, nursing, farming, radio work, and many others. You may write our vocational editor at any time for special information you cannot find elsewhere.

6. *You want some biographical articles on famous personalities in all fields from businessmen to film stars.* We are planning a series of exclusive interviews with famous people. These inspiring stories of great men will appear on our editorial page.

7. *You want some articles on fashion and good grooming.* Gay Head promises to devote some space to your questions on this subject in *Boy dates Girl*.

8. *You want a regular book review column similar to "Following the Films" and "Sharps and Flats."* We've been thinking for some time that we ought to have this kind of column, and we initiated it in our Christmas issue. You'll find a second book column in this issue. Incidentally, we'd like to feature some of your book reviews in this column. You send them, and we'll print them.

9. *You want articles on hobbies, science, and outdoor life.* We plan to have them whenever there is space. Did you like "The Stars Cost \$5" in our last issue?

10. *You want more articles on high school activities all over the U. S.* Again, you'll have to help us out on this one. If your club or community is engaged upon an especially worthwhile project, why not tell us about it in "Say What You Please"?

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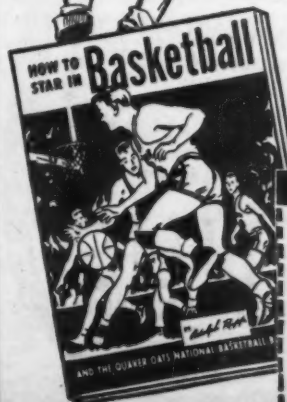
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Kid Brother

(Continued from page 21)

even with Terry. When Duncan's ace laid his hands on the ball, the basket loomed so large in his mind that he could have dropped a watermelon through at a hundred yards.

The shot flicked through the net, and the Duncan rooters nearly choked with excitement. Someone yelled "Attaboy," and Terry grinned widely. You could spot Mac's foghorn cheers a mile away. Stick around, he thought, and there'll really be something to cheer for.

A spot opened up a minute later. Terry, positive he couldn't miss, blasted from mid-court. The shot was long on distance but short on luck, and the ball circled the rim and bounced off. Conover, 28, Duncan, 19.

Play speeded up, racing up and down court in a wide-open furious battle for points. Terry charged roughly in a dribble, converted on a double personal and felt a little safer with a four-point lead over Joe Wilder.

The spectators were on their feet half the time, shouting as if lung power could push the ball through the hoop, and the officials pounded the board's, chasing the play. Terry, his lead over Wilder acting like a shot in the arm, began to play way over his head, mov-

ing with that peculiar lightness and ease which a player sometimes feels when he is really on. Not every shot scored, but the failures were near misses and beautifully balanced.

The quarter ended with Terry riding high. He accepted a towel from the team manager and rubbed his face, breathing hard. Someone said, "Terry," and he turned around to find Suds at his elbow.

"We're doing all right, huh?" Terry said.

"They've got six points on us. What do you mean, we're doing all right?"

It hadn't been exactly the thing to say. Terry tripped over an explanation. "I mean - well, six points isn't -"

Suds' voice had an edge. "I know what you mean," he said sharply. "You mean *you're* doing all right. You're playing percentages, aren't you? You're shooting for the cup, not for the game. I told you what was going to happen."

Terry said defensively. "What do you mean? I've done more scoring for Duncan than anyone else on the team."

"You can say that again," Suds snapped. "You're practically hatching that ball out, the way you stick to it. Whose ball game do you think it is - yours or Duncan's?" There was a short silence. "If that's the way you want it, okay. But just take a look at the score-

board, fellow, and be sure you know what you're doing."

He walked off to join the others. Terry stood still, watching him go.

Conover, 32; Duncan, 26.

They could lose.

He hadn't thought about that before. His mind had been fixed on two scores, his and Joe Wilder's. He was ahead of Joe now; all he had to do was to hold that lead. Joe had been doing a lot of passing to teammates, setting up shots, so Joe's score had stayed down while Terry's climbed. But, at the same time, Conover had been pushing ahead.

Terry rubbed his chin. He only had to hold his lead for the cup. So long as Joe was playing a five-man game, that lead would stay, even if Terry quit bombing the basket and freezing to the ball. He wanted to win for Duncan. He wanted the cup. He could have both.

When play opened up again, Terry started paying attention to teamwork. A Duncan team that had looked good began to look better. The game was strictly speedway stuff, and the crowd loved it. The cheerleaders wound themselves into knot. Even Mac's Comanche howls were lost in the uproar.

They went into the home stretch, giving everything they had. It was in through the hoop and out through the net for the ball, and the score mounted. That was when Joe Wilder started a bull's-eye routine. His teammates fed him the ball, and he dropped it through. One goal, two goals - Conover and Duncan pulled even on a forty-all standoff with Wilder dropping in the tying count.

That goal did more than tie up the scoreboard. It tied up Joe Wilder and Terry Burton in the race for the cup. Terry felt the muscles at the back of his neck begin to tighten. He had to lay his hands on the ball, get the points he so desperately needed.

There was an upsurge in the Conover stands and a tremendous shout as Joe Wilder, charging downcourt, curled in a lay-up shot. Conover steamed out front, 42 to 40.

Terry's heart pounded and he fought off panic. The clock on the wall was ticking the seconds away fast, and Joe Wilder was two points ahead for the high-scoring title. I've got to get it, thought Terry, I've got to.

The gallery was howling for more and more action, and over-tired players began to get a little wild. Terry was fouled and walked to the free-throw line for the one awarded try with his breath coming fast. He stood for a moment, waiting, then bent at the knees and flipped the ball toward its goal.

It slid through the net on the downbeat of a Duncan cheer. One point more, and he and Joe Wilder would be all even again.

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One point more, echoed the scoreboard, and Duncan and Conover would be all even. Conover, 42; Duncan, 41.

The timer's gun was out. Conover froze, keeping the ball away from the frantic Duncan crew. The game hung on a fraction of suspended time. Joe Wilder dribbled down cautiously, setting up a safe pass. Terry lunged desperately and snared the ball on a sensational steal.

Suds was under the basket, and the set-up was perfect. All Suds would have to do was reach for Terry's pass and tip it in, as the game ended. Suds would score the goal—and the cup would go to Joe Wilder.

The leather of the ball fitted familiarly between Terry's hands, as they came up and he sighted the basket. This was his goal, not Suds'. It had to be that way. It was right. The long shot for goal would give him the cup, and it would win the game too.

"If that's the way you want it," Suds had said, "okay. Just be sure you know what you're doing."

A percentage chance and glory for Terry Burton. Or a sure thing for the team. Someone in the gallery yelled, "Shoot!"

If he passed to Suds, Joe Wilder would win the cup. If he made the long goal good—

What his hands did, they did of their own accord, instinctively playing the basketball game they had learned to play. Terry passed to Suds. Suds drew the ball in and tossed it overhead. The gun went off, just as the ball swished through the net.

Conover, 42; Duncan, 43.

Terry was slow getting back to the lockers. He was one of a quintet of heroes, and the Duncan rooters had mobbed them, but all the cheering in the world couldn't ease the sharp thrust of his disappointment.

There would be other Conover-Duncan games, but this one had been Terry's only chance for glory. Games would come and go and be forgotten, but that cup would have stayed on the Burton mantelpiece. Nothing could fill the empty space he had mentally saved for it.

He walked into the locker room, pulled off his sweat shirt and flung it down on a bench. Someone said "Hi, kid."

He turned around. It was Mac. "Nice game," he said. "Really nice."

Terry said, "Yeah." This was to have been the big moment. But the cup on which he had set his heart—the shining proof to Mac that his kid brother really had the stuff—belonged now to Joe Wilder.

There was a short silence, then Mac said, "Suds tells me you were in line for the high-scorer's cup, Terry. You threw it away on that pass, didn't you?"

Terry's shoulders moved resentfully. He wished Suds had kept his mouth shut. He'd rather Mac had never known he'd failed. "Threw it away" Mac called it. Well, that was what he had done.

Mac wouldn't have let that happen. Mac would have scored on that last shot; he'd have won both the cup and the game in one sure, brilliant play. That was what being a real athlete meant. They only come one to a family. He wasn't ever going to see that look in Mac's eyes that he'd been wanting.

"Kid," said Mac, "I've never been so proud of any guy in my life. That was real ball playing. The Burtons never turned out a better sport."

Terry stared at him, unbelieving. The look he'd been waiting for was there and Mac Burton's kid brother was on the receiving end.

"Heck," said Mac, "all a cup adds up to is a lot of silver polish."

Terry drew a sudden, deep breath. He knew what Mac meant. The thing he had now wouldn't need any polish. It would stay nice and bright.

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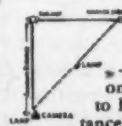
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BY LARRY FOX

THIS diary report is the first in a monthly series of articles written by young people who have traveled recently in foreign countries. We are bringing you this series in answer to your requests for more information about how the young people of other nations live and think.

Larry Fox, author of this Belgium diary, was the leader of a group of American Youth Hostellers who spent last summer bicycling through Europe, helping to rebuild bombed-out hostels and to build the international friendships that can make this "one world."

A Youth Hostel trip through Europe costs \$600. Leaders, such as Larry, earn their expenses. To be eligible for this European trip, you must be at least 17 years old.

BELGIUM ON A BIKE



Larry (at left) attended Textile H. S. in New York City, and is now at Syracuse University. His main interests are group work in dramatics and outdoor activities.

Wednesday

This is my third day in Belgium, and I'm beginning to be used to hearing four languages spoken around me. Many of the Belgian people speak Flemish, French, English, and German. Almost all Belgians speak two languages — French and Flemish.

In the southeastern part of Belgium the people are called Walloons. They speak mostly French. In the northwestern part of Belgium the people are called Flemings and speak mostly Flemish, which sounds like Dutch.

Pupils in Flemish schools must study French as well as their own language. Pupils in Walloon schools must study Flemish.

I spent today walking around Brussels. Many of the buildings which were bombed during the war are being rebuilt. Around the outskirts of the city houses are being built. Most of the houses are built of brick. I saw no

wooden houses. This is because the use of lumber from Belgian forests is carefully planned. The Belgians use lumber only when they cannot use brick or stone.

Friday

Today we met the Belgian boys who are going to work with us this summer. Together we shall help fix up hostels which were damaged during the war or need general repairs. There are 11 of us in my American group of hostellers.

Although it is the middle of July, our Belgian friends have just started their summer vacation from school. The Belgian school year has three terms. Before the end of each term there are examinations. After exams there is a vacation. The other two vacations come at Christmas and Easter.

There are few extra-curricular activities, such as sports, in Belgian schools. Students spend much more time studying and going to classes than U. S. students do. They have Thursday afternoons rather than Saturdays off.

Saturday

Our Belgian friends wear camping and hiking costumes of bright checked
(Concluded on page 29)

Try for a prize

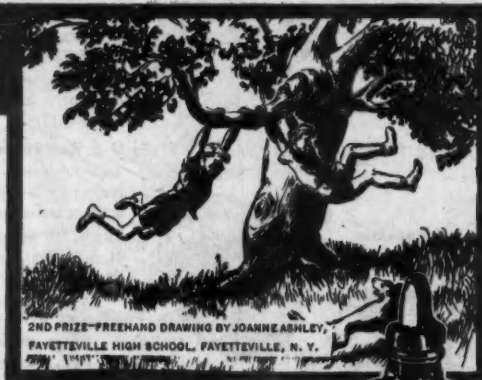
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Speaking of Books



LUKE'S QUEST, by Caroline Snedeker.
Doubleday. 1947.

This is a fictionalized biography of the third member of that famous foursome — Matthew, Mark, Luke, and John. Although it was Luke who wrote of Christ's birth in Bethlehem and gave us the wonderful parables of the Good Samaritan and the Prodigal Son, little has been written about Luke himself.

But here we have a lively story of an adventurous young Greek who became a leader of Christians at a time when being a Christian meant facing danger. This is also a love story of Luke and Damaris, the beautiful young girl who urged Luke to collect the stories which are now part of the *Bible*.

Caroline Snedeker has spent many years in research and knows how to tell a story well, using action words and a minimum of adjectives.

CONSTANCIA LONA, by Alida Malkus.
Doubleday. 1947.

Here's a pleasant romantic novel for those "Jam Session" readers who tell us they wish they knew more about the young people of other countries. Constancia, the heroine, is a 15-year-old Ecuadorian girl who dreams of becoming a teacher in order to combat the illiteracy in her country.

Constancia finds concentration on her school work is not easy when surrounded by her fun-loving roommate and her roommate's dashing brother. And then, there's a young American exchange student as an added distraction.

Constancia's problems are the problems of teen-agers everywhere. And this book gives a vivid picture of a South America fighting to merge an ancient culture with a new way of life.

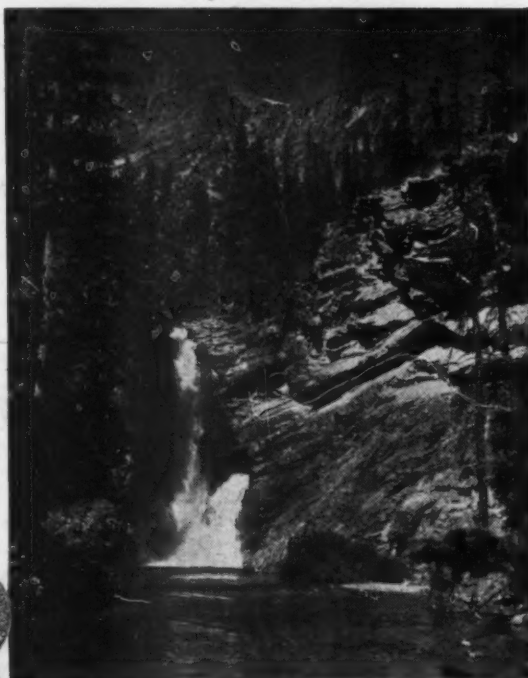
SECRET SEA, by Robb White. Doubleday. 1947.

Here's a new adventure yarn which guarantees an entertaining evening. Pete Martin, an ex-Navy commander, steers his old schooner, the *Indra*, on a treasure hunt in the Caribbean. The *Indra* is shadowed by "a mysterious black sloop, and Pete and his buddy, Mike, soon find themselves in danger as great as that they faced during the war. Author Robb White, an ex-Navy commander himself, knows ships and the Caribbean.



How to win an extra \$10

by Ken Johnson



● Last year, this snapshot won a boy \$25 in the Scholastic Contest plus an extra \$10 because the picture was taken on Ansco Film. Better use Ansco yourself.

Almost every month I plan to let you in on the tricks professionals use to get better pictures.

But before I get started, I want to tell you how you can win an extra \$10.

As you probably know, this magazine runs a photography contest (in fact, it's already started). And they give away some mighty superior prizes.

Well, once again Ansco has decided to give an extra \$10 to every prize winner in this contest, providing his prize-winning picture is taken on Ansco Film.

An item of news that should sound pretty sweet to you. For you not only

get a chance to win an extra \$10—but every time you take a picture on Ansco Film, your chances of actually getting the picture are greatly increased.

The reason? It's simple. Ansco Film has "wide latitude." And this wide latitude helps you get the picture in spite of any minor exposure errors you may make.

So when you take your snapshots for the Scholastic Contest, be sure to use Ansco Film. Your chances of getting prize-winning pictures are greater. And your prize (if you win) will be \$10 greater. Ansco, Binghamton, New York. A Division of General Aniline & Film Corp.

ASK FOR **Ansco** FILM & CAMERAS
Use Them In The Scholastic Contest

STUDENT ARTISTS AND PHOTOGRAPHERS ENTERING SCHOLASTIC AWARDS



**Don't Miss
Your Date
With
The Judges**

Time is running out.

Get your art and photo entries in on time. Remember, \$8,000 in prizes and 75 scholarships go to winning students.

Important: Deadline Dates

If you live in a sponsored region (see list at right) all entries from your school must be sent, preferably by your art teacher, to the sponsoring department store during the week indicated. Entries are accepted only during that week.

If you don't live in one of the sponsored areas, your entries must be sent to Scholastic Awards, Box 7380, Oakland Post Office, Pittsburgh 13, Pa., to arrive before March 15.

Ask your art teacher for details about sending in entries. **Act now!**

SCHOLASTIC AWARDS

Conducted Nationally by Scholastic Magazines

**Deadline is
Week of Date
Indicated Below**

ALABAMA (State)—FEB. 9
Loveman, Jos. & Loeb, Birmingham
ARKANSAS (State)—FEB. 9
The M. M. Cohn Co., Little Rock
CALIFORNIA (Southern)—FEB. 9
Bullock's, Los Angeles
COLORADO (State)—FEB. 2
The May Co., Denver
CONNECTICUT (State)—FEB. 9
Sage-Allen, Hartford
DELAWARE (State)—JAN. 5
Gimbel Brothers, Philadelphia
ILLINOIS (Northern—except Cook, La Page, McHenry & Lake Counties)—FEB. 9
Block & Kuhl Co., Peoria
ILLINOIS (Northeastern—Suburban Chicago, McHenry, Lake & Cook Co., north of DuPage Co. line)—FEB. 9
Weiboldts, Evanston
INDIANA (State)—MARCH 1
The Wm. H. Block Co., Indianapolis
IOWA (State)—FEB. 9
Younkers, Des Moines
KANSAS (State)—FEB. 9
The Allen W. Hinkel Co., Wichita
LOUISIANA (State)—FEB. 9
Maison Blanche Co., New Orleans
MASSACHUSETTS (State)—FEB. 9
R. H. White's, Boston
MICHIGAN (State)—FEB. 9
Crowley, Milner & Co., Detroit
MISSISSIPPI (State)—FEB. 16
R. E. Kennington Co., Jackson
MISSOURI (Western)—FEB. 9
Emery, Bird, Thayer Co., Kansas City
MISSOURI (Eastern)—FEB. 2
Six, Baer & Fuller, St. Louis
NEBRASKA (State)—FEB. 9
J. L. Brandeis & Sons, Omaha
NEW YORK (South Central)—FEB. 9
Hills, McLean & Haskins, Binghamton
NEW YORK (Brooklyn only)—FEB. 9
Abraham & Straus, Brooklyn
NEW YORK (Borough of Queens, Nassau & Suffolk Co.)—FEB. 2
Gertz, Jamaica, L. I.
NEW YORK (The Bronx)—FEB. 9
Alexanders, Fordham Road
NEW YORK (Central Western)—FEB. 2
Sibley, Lindsay & Curr Co., Rochester
NEW YORK (North Central)—FEB. 9
E. W. Edwards & Son, Syracuse
NORTH CAROLINA (State)—FEB. 9
J. B. Ivey & Co., Charlotte
OHIO (Southern Ohio)—FEB. 9
The John Shillito Co., Cincinnati
OHIO (Northeastern)—FEB. 2
The Halle Bros. Co., Cleveland
OKLAHOMA (State)—FEB. 9
John A. Brown Co., Oklahoma City
OREGON (State)—JAN. 5
Meier & Frank Co., Portland
PENNSYLVANIA (Central)—FEB. 9
Pomeroy's, Harrisburg
PENNSYLVANIA (Southeastern)—JAN. 5
Gimbel Brothers, Philadelphia
PENNSYLVANIA (Western)—FEB. 2
Kaufman's, Pittsburgh
PENNSYLVANIA (Northeastern)—FEB. 9
Lazarus, Wilkes-Barre
TEXAS (Northern)—FEB. 9
W. C. Stripling Co., Ft. Worth
WASHINGTON (State)—FEB. 16
Frederick & Nelson, Seattle
WEST VIRGINIA (State)—FEB. 9
The Diamond, Charleston
WISCONSIN (State)—FEB. 9
Ed. Schuster & Co., Milwaukee

Belgium on a Bike

(Concluded)

shirts, corduroy shorts, and hobnailed hiking boots. Some wear colored neckerchiefs. Most of them wear wide leather belts with large silver buckles.

When the Belgians saw our girls in blue jeans, they were wide-eyed. Some had never seen a pair of jeans, and nobody had ever seen girls wearing them. Belgian girls wear shorts, skirts, and occasionally slacks.

Berets are very popular. All kinds are worn—from the small beret worn on the back of the head to the large, floppy tam worn by Belgian soldiers.

The colors of men's suits are dark. The other day I wore a pair of powder blue gabardine slacks. The Belgian boys said they had never seen such trousers. They liked the colors of American clothes.

Monday

Our eating habits astound our Belgian friends. They are not accustomed to such combinations as a "Dagwood sandwich." They never put mayonnaise on fruit salad. They never mix vegetables and sweets as we do when we put molasses in baked beans.

For breakfast a Belgian family eats bread and butter, coffee, and occasionally bacon and eggs. The younger children drink cocoa.

Dinner is in the middle of the day. Soup is always served at dinner. The family also eats potatoes (often French fried), meat, and vegetables. For dessert at dinner they eat cakes, custard, fresh or stewed fruit, and drink coffee.

Around five in the afternoon they have *gouter*. This is a light snack, and may include bread and butter or bread and jam, cakes, and tarts. Cocoa or coffee is served.

Between seven and eight in the evening they have supper. Usually they eat whatever is left over from dinner, salad, and coffee.

Belgium is one of the countries in Europe where the people have enough to eat, although all staples such as bread, butter, and meat are rationed.

Thursday

It is many days since I last wrote in my diary. I have been very busy. Whenever we have had any free time we have bicycled around the country.

Almost every Belgian owns a bicycle. The Belgians have special bike paths along the roads to protect cyclists from traffic. These paths are marked with a blue and white disk which has a picture of a bicycle on it.

In the evenings, after we finish our work, we all sing and dance. Belgians love to sing. Whenever three or more

Belgians get together they are likely to begin singing.

They also like folk dancing and have taught us many of their dances. We have taught them the Virginia Reel.

July 21 is Belgian Independence Day. On July 21, 1830, Belgium separated from the Netherlands and became an independent country.

July 20 was the eve of the Belgian Independence Day. We went with our Belgian friends to a celebration in the market square of Brussels. There were two big military bands and a sound truck playing recordings. The square was packed with a dancing and singing crowd.

Several times during the evening the bands came down from the stands and marched around with the crowd following. At midnight all lights focused on the tower of the Hotel de Ville. Accompanied by the rolling of drums and blaring of trumpets, two small parachutes with Belgian emblems attached to them were released from the tower along with shining silver confetti.

Besides singing and dancing, our friends like to play soccer, and to go Scouting and Youth Hosteling. Many Belgians hitch-hike all over Europe. They carry a large rucksack with their equipment in it. The Belgians call hitch-hiking "auto stop."

Wednesday

Our Belgian friends all like U. S. movies. They like cowboy pictures and mysteries best. But our movies show people in other countries only the shining side of life in the U. S. Many Belgians I have talked with believe that all the people in the U. S. are rich, and that we live the way cowboys and gangsters do. This all comes from the U. S. movies they see.

When we meet Belgians, they think we are British until they hear our accents. They do not think that Americans would bicycle around carrying their belongings. They think Americans travel only by train or car as they do in the movies.

Our movies do not give other peoples any idea of U. S. problems. Belgians were amazed when I told them that some Americans in the U. S. lived in houses worse than the poorest I saw in Belgium.

Belgian girls lead a more sheltered life than our girls. Our Belgian friends were surprised to see the girls in our group helping to repair the hostels. Belgian girls don't do such things.

The time has come when we must leave Belgium. We are sorry to go and we will miss our Belgian friends. But we hope they have learned as much about the U. S. and its people from us as we have learned about Belgium and Belgians from them.

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The Ten Best

BEFORE we charge into 1948, we thought we'd allow ourselves a few moments of reminiscing about the best in radio and film entertainment during the year of 1947. Here are our nominations for the ten best films:

Gentleman's Agreement and *Boomerang* (20th Century-Fox)

Crossfire (RKO)
Miracle on 34th Street (20th Century-Fox)
The Farmer's Daughter (RKO)
Odd Man Out (Two Cities)
Great Expectations (Cineguild)
The Yearling (M-G-M)
It's a Wonderful Life (RKO)
Mourning Becomes Electra (RKO)

We have included in our list only English-language films released during 1947. There have been several outstanding foreign-language films. (*Shoe*

Shine and *To Live in Peace*, two Italian films, were exceptionally good.) However, we have limited our list to those films which all of our readers have had an opportunity to see.

TEN BEST RADIO PROGRAMS

More and more first rate programs are being served up to radio audiences. Proof of this is that we faced a number of tough decisions in naming the ten best programs of the year. Here are our final choices:

Best Dramatic Show—*Theater Guild on the Air* (American Broadcasting Company, Sundays, 9:30 p.m.).

Best Comedy Show—*Fred Allen Show* (National Broadcasting Company, Sundays, 8:30 p.m.).

Best Current Affairs Program—*Meet the Press* (Mutual Broadcasting System, Fridays, 10:00 p.m.). Deciding factor here was the high human interest value of these interviews between pressmen and public figures. For that reason, we chose *Meet the Press*, rather than any of the excellent forum shows on the air.

Best Educational Drama—*CBS Is There* (Columbia Broadcasting System, Sundays, 2:00 p.m.). This exciting new show presents on-the-spot dramatizations of events that made history.

Best Public Service Drama—*Doorway to Life*—(CBS, Sundays, 1:30 p.m.). The dramatic format of this program gives it more punch than the discussion show, *Child's World* (ABC, Sundays, 7:00 p.m.). But the programs are equally valuable for their intelligent treatment of young people's problems.

Best Quiz Program—*Information Please* (MBS, Fridays, 9:30 p.m.).

Best Mystery Show—*Inner Sanctum* (CBS, Mondays, 8:00 p.m.).

Best Serious Music—*Boston Symphony Orchestra*, conducted by Serge Koussevitzky (ABC, Tuesdays, 9:30 p.m.). This was a toss-up between the Boston boys and the *NBC Symphony* under Arturo Toscanini (NBC, Saturdays, 6:15 p.m.).

Best Familiar Music—*Highway in Melody* (NBC, Fridays, 8:00 p.m.).

Best Book Program—*Author Meets the Critic* (NBC, Sundays, 4:30 p.m.).

Planters Contest Closes This Month

118 PRIZES FOR WINNERS

Win Some
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ENTER NOW
PLANTERS PEANUTS
LIMERICK CONTEST

Very Easy
To Do!



FIND 10 MISTAKES IN ABOVE PICTURE and

FILL IN THE LAST LINE OF THIS LIMERICK



There was a young athlete named Carr,
Whose condition was way below par,
"Try Planters," the coach said,
For once Carr used his head

PLANTERS PEANUTS CONTEST RULES

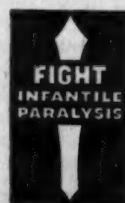
READ THESE RULES CAREFULLY

1. Anyone under the age of twenty-one may compete.
2. Study the scene above and list on a sheet of paper ten mistakes you find in it. State each carefully and clearly. With your list submit a last line to the above limerick.
3. Each contestant may submit more than one entry. Send empty Planters bag or wrapper bearing a picture of Mr. Peanut with each entry, or send a hand-drawn facsimile of the label showing Mr. Peanut. On top of page write your name, age, home address, city and state. Fasten the bag, wrapper or picture to your entry.
4. Mail entries to Planters Contest Editor, Room 1400, 220 East 42nd St., New York 17, N. Y. to arrive by midnight January 30, 1948. No entries accepted after that date.
5. Prizes will be awarded to those submitting correct list of 10 mistakes in the picture, and whose limericks are considered best by the judges.

The judges decision is final. Winners will be announced in the issue of this magazine of March 15, 1948. In the event of a tie for any prize offered, a prize identical with that tied for will be awarded each tying contestant.

PRIZES

- 1st prize — \$25.00
- 2nd prize — \$15.00
- 3rd prize — \$10.00
- 4th prize — 15 prizes of \$1.00 each.
- 100 Honorable Mention Prizes — 2-8 oz. vacuum packed tins of Planters Peanuts.



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**MARCH
OF
DIMES**

JANUARY 15-30



Strait Thinking

Arthur Schlesinger, in his *Learning How to Behave*, cites one horrible example of the pitfalls of "putting on the dog." This is about the woman who, on being asked whether she had seen the Dardanelles while abroad, replied grandly, "Oh, yes! We dined with them several times."

Reading & Writing

More or Less

During a dinner party, given by Cathy O'Donnell after the premiere of *The Best Years of Our Lives*, a crash came from the kitchen.

"Mary," Cathy called to the new maid, "more dishes?"

"No, Ma'm," came the wry reply. "Less!"

Shady Pink

During the making of *Stallion Road*, Alexis Smith came in one morning and said to Zachary Scott, who was made up for a fight scene: "Good morning. You look fine."

"That," replied Zachary, "is the new shade of blood I'm wearing."

Leo Guild, *Magazine Digest*

Erin Go Bragh!

Barry Fitzgerald reported for his role in *The Sainted Sisters* and had a pre-production lunch with the producer, Richard Maibaum. Their conversation concerned Barry's role.

"Tell me," Barry asked, "did ye write me part in Irish?"

"Of course, Barry," said Maibaum. "All your dialogue was rewritten after we were sure you were going to do the part."

"Well, that's fine," the genial Barry replied, "only ye really needn't have bothered. Ye could have written it in Scandinavian, and it would have come out Irish just the same."

— Louisville Courier-Journal

All Mixed Up

"The thing for you to do," said the doctor to the man with frazzled nerves, "is to stop thinking of yourself. Bury yourself in your work."

"Can't."

"Why not?"

"Concrete mixer."

Telephone Review

Case of Experience

There was a heated argument in the courtroom. The case involved a woman who had been hit by a car. The defending lawyer, eager to convince the jury of his client's innocence, said, "Mr. Smith couldn't be wrong; he's been driving cars for 15 years."

The prosecuting attorney countered quickly with, "In that case, my client is certainly right! You see, she's been walking for 40 years!"

— McCall Spirit

Elayne Carol



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SCHOLASTIC

Teacher^{EDITION}

Practical English

JANUARY 5, 1948

2 CONVENTION REPORTS

English p. 5-T

Social Studies p. 9-T

Weekly Lesson Plan p. 7, 8-T

What Play? p. 10-T

Good Listening p. 12-T



SEE PAGE 3-T FOR OUR COVER STORY

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THE NATIONAL SERVICE MAGAZINE FOR THE TEACHING PROFESSION

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Our Cover Story:

Does it warm your heart to see joy on this Greek boy's face? It is easy to imagine what happened. Somewhere in America someone wanted to give a helping hand. The American sent \$10 to CARE headquarters marked "for Greek children." CARE sent word to Athens. The Athens staff combed its long file of needy and picked Joe's family. Joe came running. Now he's back with a big CARE food package. What a wonderful gift! Food for him and his family for a month!

The story doesn't end here. A few weeks later the American will receive a receipt scrawled by Joe personally. Probably also a note of thanks.

This is a happy-ending story written each week by thousands of Americans. But not enough Americans. U. N. estimates 462,000,000 children face starvation this year.

What can you and your students do? Two things. Be leaders and workers in the big international United Nations Appeal for Children. In most states it starts in February. Sparking the U. S. drive is a "national community chest" agency — American Overseas Aid.

Second, continue to pin point your aid through CARE.

Certainly, you and your students want to give both help and hope. Then ask for folders that tell what you can do. Send your request on the Master Coupon on page 14 — Editor.



JANUARY

Scholastic BANTAM

Newest addition to **Scholastic-BANTAM** 25-cent books for schools is already a national favorite — **Mama's Bank Account**. We are especially glad to add it just as the motion picture based on Kathryn Forbes' autobiographical story reaches the screen as **I Remember Mama**. Your students who see the picture will want to read the story of Mama, Uncle Chris and Katrin.

Mama's Bank Account is number 28 in the growing list of **Scholastic-BANTAMs**. (See page 10). Heavy demand for these 25-cent books reveal their growing popularity.

BUILDING A STRONG AMERICA

Our Nation's Business-Managed Competitive Enterprise System has grown very much as a human being grows. Like the human body, this system consists of many important coordinated parts, each of which grows because of its own service and services from the others. We have the alive and growing strong body so long as all parts are healthy and function normally together. Of these many parts, we will name just five that are important to our body economic:

One leg is agriculture;

The other leg is power and transportation;

One arm is chemistry and research;

The other arm is manufacturing;

The lifeblood is invested resources.

FOR SOCIAL STUDIES CLASSES

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CONTRIBUTION OF PETROLEUM to Industry, Farm, and Home.

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A New Platform for English

Program Drafted by Curriculum Commission
Features San Francisco Session

By M. R. ROBINSON, publisher, *Scholastic Magazines*

REVERBERATIONS of the San Francisco meeting of the National Council of Teachers of English will sound for many months through the nation's schools. Attention will go chiefly to the first planks hammered into place by the Curriculum Commission, headed by Dora V. Smith.

More than 2,200 English teachers and supervisors met in the Council's first session west of Kansas City. They enjoyed the matchless hospitality of tours and entertainment carefully planned by the host area teachers. They found their special and general interests well served by the three-day program prepared by president Porter G. Perrin of Seattle, Washington, and second vice president Harlem M. Adams of Chico, California.

Dr. Smith's commission told the Council that other report sections will be served up at later Thanksgiving meetings. At San Francisco the Curriculum Committee offered two portions:

1. The outcomes of education desired for all youth.
2. Characteristics of young people. For next Thanksgiving it promises:
3. The reading, writing, speaking, and listening skills necessary to success in these activities.
4. Experiences involved in No. 3.
5. The language and reading skills necessary to success in these activities.

Later it will present:

6. Means of evaluating the success of the instruction.

Space permits only brief treatment of the 36-page basic Platform for the Curriculum Commission.

First, it wisely takes up what our world and each individual needs from the language arts—loyalties to fellow-men and to principles, power of expression, easing of tensions, etc.

Second, it asks English teachers to recognize "the increased scope of communications"—radio, motion pictures, television, public forums, etc.

Third, it declares "we need a new evaluation of past literature from the point of view of the mid-twentieth century."

Fourth, it takes up adjustment problems: provisions for individual differences; articulation from kindergarten to college; gearing into the total school program.

Fifth, it touches on scope of the English curriculum.

Sixth, how to get all this done.

Experts are checking the statement of outcomes (See No. 1).

The second committee report began where all competent teachers always begin: not with subject matter but with children. Drawing on other sciences, the report lists characteristics of boys and girls at four levels: 6-9 years, junior high, senior high, and college. At each level the committee painstakingly list-

ed: 1, marks of physical and recreational development; 2, mental characteristics; 3, interests; 4, social characteristics; 5, emotional characteristics.

Newly elected Council president is Thomas Clark Pollock, dean of liberal arts at New York University. "We should teach students," declared Dr. Pollock, "to reckon with the complicated fact that there are actually various levels of good usage. The English language is used in one way in formal writing, in another way in pulpit oratory, in another way in the court room, in another way in private conversation, in another way in the ball park, in yet another way in the public forums."

President Porter G. Perrin asked English teachers "to understand the methods and principles of the sciences . . . We tend to hold on to disproved ideas about our language, about our methods of teaching, and we tend to perpetuate in literature outmoded ideas if they are well expressed."

"It may be that the more stodgy a student is the more he needs literature," said Marion Sheridan, head of English Department, New Haven (Conn.) High School, "to stir his heart, to expand his world, to stimulate his imagination."

Other officers elected are: first vice president, Marion C. Sheridan, New Haven, Connecticut; second vice president, Lucia V. Mirrieles, University of Montana; secretary-treasurer, Wilbur Hatfield, editor, *English Journal* and *College English*.

Changes in Curriculum Commission were announced. New vertical committee chairman are: Helene W. Hartley, Syracuse University, reading and literature; John C. Gerber, University of Iowa, composition; Harold A. Anderson, listening.

Forty-three companies installed well-attended exhibits.

Scholastic Magazines held its annual Thanksgiving buffet supper at the St. Francis Hotel. Some of our good friends, much to our regret, overlooked the invitation appearing in *Scholastic Teacher*. We hope they will send in their R. S. V. P.s next year.



Thomas C. Pollock,
new NCTE president



San Francisco Cable
Car, drawn by Rex-
ford Holmes

The Capsule News

VOLUME 2, NO. 5

EDUCATION IN BRIEF

JANUARY, 1948

UNESCO in '48

Education Moves to Front Row: Many Plans Voted

Education moves into a front row seat in UNESCO's mutual improvement society in 1948. That is the big news from the Mexico City 40 nation meeting.

The teacher now in the front row can raise his hand to take part in new projects for peace and goodwill. Among many approved for action are:

An International Ideas Bureau.

Teaching children about U. N.

World University of the Air. International teacher seminars.

Cultural and scientific history of the world.

How nations use radio for education.

A Book Coupon Scheme to overcome currency barriers.

Studies on easing war tensions.

International Literature Pool.

World Teachers Charter.

World Charter for Youth.

Educational missions to member states.

World Theater Institute.

World Music Institute.

Music, visual arts catalogues.

World bibliography in history, philosophy, and linguistics.

Translation of world classics.

World Assn. of Universities.

UNESCO will promote voted projects as best it can from its slender budget of \$8,000,000.

Next meeting, November, 1948; place, Beyrouth, Lebanon.

Extension of UNESCO's work to Japan and Germany was OKed.

World Children Coming

Children from nearly all U. N. member nations will soon come to U. S. They will speak in many cities and at school assemblies in behalf of the forthcoming drive for the International Children's Emergency Fund. See page 3-T.

BOSTON: Entering politics for the first time Boston teachers won a clean sweep electing their three-man slate to the school committee. Defeated veteran committeeman Clement A. Norton ran on platform of "get them (teachers) back in the classrooms."

AP ADMITS ERROR ON TEACHER TEST STORY

We smelled a defunct mouse when we read:

DENVER, Oct. 24. (AP) — Colorado school kids had their last laugh today — their teachers averaged a failing 67 on a test in American history. The 25 questions were lifted from a standard text. Approximately 100 teachers were picked for the quiz at random from 6,000

in town for Colorado Education Association meeting.

Seems fishy, we wrote Ward Kimball, CEA publicity director. "Actual facts," he replies, "are that four teachers were given the test. One made a low score."

Like most "corrections" AP's never caught up with millions of readers.



Sings Girl's Song

Thomas Hayward, opera star, singing a junior high school girl's song on the CBS network. The girl: Betsy Baker, 13, Athens, Ohio. The song: A Christmas Star.

Listeners to the Fred Waring NBC program also heard Miss Baker's song and four other 1947 Scholastic Music Award Compositions. In *Collier's Magazine*, Dec. 27, appear five student-written compositions. Two are Scholastic Award numbers.

Albany, N. Y.: State teachers colleges will add fifth year leading to master's degree.

Contests-Scholarships

National High School Photographic Awards. Eastman Kodak Company, sponsor. 361 awards; \$3,500 in prizes. Deadline May 7. For entry blanks and rules see local dealer.

AER College Radio Script Writing Contest. \$800 in prizes. Top prizes \$50. Special cash awards for scripts accepted for publication by Audio Devices, Inc. For details write Sherman Lawton, AER Script Contest Chairman, University of Oklahoma, Norman, Oklahoma.

Science Clubs of America announce the seventh annual Science Talent Search. Awards include 40 trips to Washington, D. C.; \$11,000 in Westinghouse Science Scholarships.

To foster interchange of Swiss and American students a \$5,000 scholarship grant has been made to the Institute for International Education.

WEEKS AHEAD

March of Dimes to fight polio — Jan. 16-30.

American Heart Week — Feb. 8-14.

TEN MAJOR EDUCATION EVENTS OF 1947

Here are the Big Ten educational events of 1947 as selected by the *Educator's Washington Dispatch*:

1. Appropriation of more than \$300,000,000 by state legislatures to raise teacher salaries, improve school programs.

2. Supreme Court ruling permitting public school buses to carry parochial pupils.

3. President's Advisory Commission recommendation of compulsory military training for youth.

4. County-by-county law suits by Negroes against school authorities in Virginia.

5. Aggressive business back-

ing for better education through radio and advertising campaigns by Advertising Council.

6. Creation of the National Commission on Life Adjustment Education for Youth to revamp high school curriculum.

7. Formal ratification of WOPT — World Organization for the Teaching Profession.

8. Launching of large scale Fulbright Act Foreign Exchange Scholarships.

9. Chicago Board of Education reorganization. Appointment of Herold C. Hunt, Sup't.

10. Absorption of higher education enrollments one million above pre-war peaks.

MERIT PAY

Hot Issue in Many States; N. Y. Teachers Against It

Merit is a fighting word. The issue is: Shall merit in teaching find reward in the salary envelope?

New York's legislature said Yes.

North Carolina, Pennsylvania and Ohio lawmakers almost said Yes.

Delaware's tried it; gave it up.

Major battlefield on the merit issue is New York where the State Teachers Association recently rejected Commissioner Francis Spaulding's plea to give New York's plan a fair trial.

"The plan," product of Committee study, first called for teacher spokesmen to help in setting up ground rules for merit promotions in each locality. Five annual promotions would be automatic.

Heeding criticism Spaulding agreed to eight automatic promotions. In vain he argued that the plan offered "the best chance to get the top salaries for first-class teachers up toward the levels at which they belong."

Make all increases automatic, the Association asks. Make teaching assignments on seniority. New York's AFT took parallel action.

But merit promotion is still law. Will merit pay be the price of more state aid? Many educators wonder. Ed.: What do our readers say?

Safety Education Saves

In 20 years child deaths have been cut from 25 to 8 per cent of all traffic deaths. But for safety education 29,000 now living might be dead says Herbert J. Stack, New York University.

APPOINTED:

Fitzhugh L. Hambrick, Greeley, Colorado, Specialist in Social Studies, U. S. Office of Education.

Harriet H. Houdlette, AAUW, assistant specialist for history, U. S. Office of Education.

Seerley Reid, Columbus, Ohio, assistant chief, visual aids division, U. S. Office of Ed.

Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

Clear Your Desk for Fun (p. 5)

A Line a Day (p. 7)

Digest of Article

You, like Maud Rittenhouse and many others, can have fun writing a DIARY. Maud wrote with pleasure and enthusiasm; she enjoyed expressing herself. A few minutes a day spent with your personal diary will help you to learn to observe carefully; learn to express yourself; learn to analyze people and events, and evaluate them; gather material for themes and for conversation; find the fun in writing, and become a better writer; learn to judge and appreciate professional writing.

Keep track of all the incidents which please or amuse you. Writing a diary helps you think things out.

GUIDE FOR A LESSON PLAN

Aims

To make students enthusiastic about writing a diary by showing them the fun and the value of writing down their experiences and thoughts.

Motivation

Do you ever complain that you just can't remember stories you've heard? Or amusing incidents that have happened to you? Do you have trouble thinking of subjects for themes? If you do, you should be interested in keeping a diary to help solve these problems.

Discussion Questions

What are the advantages of keeping a diary? (See *Digest* above.) What can you write about in a diary? (Your everyday experiences, your thoughts, comments on what you've been reading, what you see at the movies, etc.) How can a diary give you personal pleasure? (It can help you recall events in your life which you'd otherwise forget.) How does a diary help you to think straight? (Writing things down helps you to see events more objectively.) How can a diary help you with school work? (It becomes a storehouse for subjects for themes; it can help you to read more critically, and to express yourself more interestingly.)

Procedure

Plan a class program with student reports on diaries (both real and fictional). See *References* in next column.

Students will enjoy reading the diary articles, "A Line a Day" (p. 7) and "Belgium on a Bike" (p. 26).

Encourage students to look for old diaries at home which members of their families will lend them to read and display in class.

Explain to students that ten-cent notebooks are all right for use as diaries; that an expensive leatherbound volume with a lock and key is not essential.

References

The short story, "I Can't Breathe," by Ring Lardner in *Twenty Grand*, a Scholastic-Bantam Book.

Around the World in Eleven Years, by Patience, Richard, and John Abbe. *Everybody's Pepys: Diary of Samuel Pepys*.

Diary of a Suburban Housewife, by Dorothy Blake.

Diary of a Provincial Lady, by E. M. Delafield.

Diary of a Dude-Rangler, by Maxwell Struthers Burt.

Diary and Letters of Josephine Peabody (artist, teacher, and poet), edited by C. H. Baker.

Child Life in Colonial Days, by Alice M. Earle.

Student Activity

For more information about youth hostels in this country and abroad, address inquiries to American Youth Hostel Association, Northfield, Mass.

Learn To—Think Straight (p. 7)

In general, a *fact* is something that can be, or has been, proved true by one of the senses. An *opinion* is a belief which cannot be proved true at all. Exercises in recognizing facts and opinions are included.

What's He Like? (p. 8)

Discussion Questions

How does Alex describe the new boy in school? How does George describe him? Why is George's description better? Do you see people the way George does? What should you know about people in order to describe them accurately? How can you learn to describe people more exactly and more interestingly? Why should you observe people closely and study their habits and reactions?

Student Activities

Bring to class a description of a character in your favorite book which you've read this year.

Try writing a description of a unique

Thank You for Your Letters

We are grateful for many letters from teachers suggesting ways to use *Practical English* in the classroom. We'd like to share these techniques with other teachers. Here are excerpts from one of the letters we've received.

"*Practical English* is what I have been looking for . . . It is not easy to gather together and to present to my students the varied subjects of English as they should be taught today . . . *Practical English* has it all—the library, the movies, the radio, composition, reading, grammar . . . I always place a notation (to read some article) on the blackboard and the students look for it on entering class. This way we get more done. It gets the class right down to work, and allows me a few minutes for roll call, interviews, etc. before each class."—Teacher, Chicago, Ill.

person in your community. When you feel that you can describe "a character" adequately, try describing an ordinary person—a much more difficult assignment.

Imagine That! (p. 9)

What examples are given to prove that everyday words are used to make comparisons? What is a figure of speech? What does it do?

Exercises in recognizing figures of speech are included.

Student Activity

Become a *figure-of-speech detective* for one week. First, make a chart with these headings: Figure of Speech. Where Found (in book, newspaper, in conversation, radio program, or movie). What Two Things Are Compared. Personal Rating (excellent use of words; fair; poor). Second, listen carefully to all conversations for the use of figures of speech, including radio and movie conversations; watch for figures of speech in newspaper and magazine articles and in books. Record your findings on your chart.

Practice Makes Perfect (p. 11)

Watch Your Language continues the study of the subject. *Words to the Wise* is devoted to abbreviations.

The answers to last week's Crossword Puzzle are included. Next week's

COMING - NEXT THREE ISSUES

January 12, 1948

Lead article: Panel discussions.

"How to — — —" Series: Train your memory.

Reading improvement: Using a book.

Letter Perfect: Semester quiz on series.

Newspaper Series, No. 10: A Free Press.

Practice Makes Perfect: Grammar (incomplete sentences), spelling, usage, vocabulary (crossword puzzle), etc.

January 19, 1948

Lead article: Cooperation, service, and leadership in school and community.

"How to — — —" Series: Take a test or exam.

Reading: Quizzes.

Critical Judgment Series, No. 1: Movie appreciation and criticism.

Letter Perfect: Announcement of next contest.

"Dear Joe": New personality feature.

Getting Your Money's Worth, No. 1: How to buy clothing.

Practice Makes Perfect: Semester quiz on grammar, spelling, punctuation, usage, and vocabulary; crossword puzzle.

(Exam Week: No Issue January 26)

February 2, 1948

Lead article: The importance of building a better vocabulary.

Critical Judgment Series, No. 2: The director's contribution to the film.

Reading quizzes.

Letter Perfect: Business vocabulary.

"Dear Joe": Good grooming.

Practice Makes Perfect: Grammar, spelling, punctuation, vocabulary, etc.

(January 12) puzzle will give synonyms for the word *say*.

Stop, Look, and Think (p. 14) Newspaper Roundup (p. 15)

Newspapers are influential; they can arouse citizens to take action. They can work for better playgrounds, better traffic arrangements, fair play, etc.

Because newspapers are influential, they should guard against giving readers one-sided or false impressions. You, as a reader, can guard against one-sided impressions by reading carefully. Watch for "slanted" words; they're little editorials which express the opinion of the writer. Watch for "slanted" (or opinion) words when they slip into headlines.

"Newspaper Roundup" includes feature stories on General Eisenhower; how Russian delegates to the U. N. use proverbs; how movie talent scouts seek unusual animals; and how a "small-game hunter" collects and sells ants.

Student Activity

Study local papers for examples of (1) "slanted" (or opinion) words in news stories and (2) stories which only give one side of a situation.

Kid Brother (p. 17)

Discussion Questions

What does the author say to make you feel sympathetic toward Terry? Do

Terry and Suds act and behave like real people or just characters in a story? Defend your answer.

What difficult decision does Terry have to make in the last game? Is his decision the same as the one you would have made in his place?

How would you rate this short story? (Excellent? Good? Fair? Poor? Why?) How does it compare with other sports stories you've read?

Student Activity

Write a short story with a sports background. You can write about hunting, trapping, fishing, any of the ball games.

Before you begin to write, make a list of special terms, peculiar to the sport, which you can use in your story to add interest and to make it sound more authentic. Use short action verbs to make the story move along rapidly.

Everybody's All-American (p. 20)

Here is *Scholastic's* All-American football team for 1947 with fast-reading explanation of the choices.

Student Activities

Assemble a book called 1947. Let each student work on the section which interests him most. Sections can include the Man and Woman of the Year.

Sports, Names in the News, Places, the Best Books of 1947; the Best Stories, the Best Plays, etc.

Students interested in determining the Best Books should read through reviews in the *New York Times*. Book Review section, etc., to determine the outstanding works. Then, when you've made your choices, you should explain why you chose the ones you did.

Some students can get pictures from periodicals to illustrate your complete book, 1947.

Answers to "Imagine That!" (p. 9)

I. 1-L, 2-F, 3-F, 4-L, 5-F, 6-F.

II. 1-c-rolling hills; 2-e-greyiness; 3-b-smoothness; 4-d-sharp rat-a-tat-tat sound; 5-a-sudden, strong force.

III. 1-no; 2-red, no; 3-no, majestically; 4-no.

IV. 1. . . . *he had on his make-up but forgot his lines . . .* (a) Compares a fighter to an actor; (b) They both perform before audiences; (c) . . . *he had trained for the fight, but it didn't go off as smoothly as he had planned . . .*

2. . . . *the quicksands of schizophrenia . . .* (a) Compares a disease to quicksand (a muddy sand which draws down anything caught in it); (b) They are both dangerous; (c) . . . *the dangerous disease, schizophrenia . . .*

The quicksand remains, but stationed by it now is a lifeguard with a strong rope — the insulin shock treatment. (a) Compares a medical treatment to a lifeguard; (b) They both can save people; (c) *The danger of schizophrenia still remains, but now its victims may be saved by medical treatment.*

Answers to "Practice Makes Perfect (p. 11)

Watch Your Language: 1-Mary, the girl in the red sweater; 2-To swim a mile; 3-Crying over spilled milk; 4-Beaten and tired, John; 5-Recovery in Europe; 6-The passage of the new law; 7-"A man may be down but he's never out"; 8-The truth of the matter; 9-A certain yellowishness of the skin; 10-The success of the Marshall plan.

Are You Spellbound? 1-C; 2-W, all right; 3-C; 4-W, aisle; 5-W, advice; 6-W, accept; 7-W, accommodate; 8-W, parallel; 9-W, benefited; 10-W, absence.

Sign Language: 1-W, Children's; 2-W, sisters'; 3-W, It's; 4-W, He's; 5-W, man's; 6-W, boys', girls'; 7-W, c's; 8-W, yours; 9-W, men's; 10-W, ours.

Words to the Wise: 1-d (Bachelor of Arts, Bachelor of Science, Master of Arts); 2-a (Master of Ceremonies, kilocycles, Frequency Modulation); 3-e (Care Of, Bank Draft, Bill of Lading); 4-h (barrel, quart, bushel); 5-g (Tennessee Valley Authority, Interstate Commerce Commission, National Labor Relations Board); 6-j (ex libris — from the library of — volume, pages); 7-i (United States Marine Corps, United States Navy, United States Coast Guard); 8-c (Ante Meridian, Post Meridian); 9-f (Post Office, Rural Free Delivery, Cash — or Collect — on Delivery); 10-b (Anno Domini, Before Christ).

FOCUS for Social Studies

FOCUSING their attention on "Education for World Citizenship," more than 1,500 teachers of the social studies met in St. Louis for the 27th annual convention of the National Council for the Social Studies.

Almost every meeting, whether a general session or a section group, bore the imprint of challenge from the international crisis of our times. W. Linwood Chase of Boston University, in his presidential address, stressed sensitivity to the world as the first obligation of teachers to inculcate in youth. "Teach world-mindedness deliberately, pervasively, and whenever the opportunity arises," said he.

Welcomed by St. Louis School Superintendent Philip J. Hickey, the convention heard the able report on "The Re-direction of German Education," presented as a symposium by the Social Studies Committee sent to Germany last winter on invitation of the American Military Government and the American Council on Education.

Allen Y. King of Cleveland headed the committee of seven, including Howard R. Anderson, U. S. Office of Education, Burr W. Phillips, University of Wisconsin, Margaret O. Koopman, Central Michigan College, Frederick J. Moffitt, N. Y. State Department, J. Russell Whitaker, Peabody College, and John H. Haefner, University of Iowa. Five of these members presented specific facets of the subject. German schools, said Dr. King, had no real program of social studies in the curriculum. History and geography are still taught in a narrow and nationalistic spirit.

The Communist Challenge

The United States has lagged seriously behind Britain and France, and even Russia, in its handling of education in the American zone, the panel agreed. They stressed lack of the elementary necessities of school work, including buildings, teaching personnel, books, paper, pencils, and all kinds of supplies. Dr. Haefner presented a seven-point program for practical action by American teachers and students *now* to help rehabilitate the German educational system. A mimeographed list of addresses to which packages of school materials and clothing should be sent in the American zone is available from Dr. Haefner or the National Council.

"The Challenge of Communism to American Education" was the theme of U. S. Commissioner of Education John

How to Educate for World Ties

Occupies Attention of National Council at St. Louis

BY KENNETH M. GOULD

editor-in-chief, *Scholastic Magazines*

W. Studebaker at the banquet session. In a hard-hitting address Dr. Studebaker drew a striking contrast between the social and educational philosophy of American democracy and that of Soviet Russia. To strengthen democracy through education at home, he said, is the fundamental task of teachers. He called for a four-year required program of social studies instruction throughout the senior high school, including World Geography, World History, American History, Government, and Social Problems. He also urged better instructional materials and methods in the social studies, including full use of classroom periodicals.

The other banquet session main speaker was W. C. Sawyer, director of the national Americanism Commission of the American Legion. He too challenged social studies teachers to take seriously their responsibility for developing in youth a burning "zeal for democracy." Inculcate the duties as well as the rights of citizenship, he said.

Section and luncheon meetings on Friday and Saturday presented a varied array of panel speakers on timely topics.

Attorney General Tom C. Clark, who was to have addressed a general session, unfortunately could not be present. His paper on "The Citizen and His Responsibility" was read by Judge Carl B. Hyatt of the Department of Justice.

The 18th Yearbook of the National Council, dealing with "Audio-Visual Methods and Materials," was presented by William H. Hartley of Maryland State Teachers College editor. (See page 14-T.) Dr. Hartley also reported on a special motion picture project of the Council, with a showing of two

historical films made in collaboration with Teaching Films Custodians.

An interesting discussion on social studies textbooks developed from a symposium by high school editors of three well-known publishing firms: Emerson Brown of Harcourt Brace, Richard M. Pearson of Harpers, and Earl E. Welch of Silver Burdett. Publishers and editors, it was agreed, will produce the kind of textbook materials that teachers want whenever substantial opinion demands new themes and methods.

Oppose Military Training

Stanley E. Dimond, program chairman for this meeting, was unanimously elected president. W. Francis English, University of Missouri, and Erling M. Hunt, Teachers College, Columbia University, were elected first and second vice presidents respectively. New members of the board of directors, chosen to fill three retiring vacancies, were Edwin R. Carr, William H. Hartley, and Edith West.

The Council adopted resolutions presented by the Resolutions Committee, headed by Joe Park, Northwestern University. It took a forthright stand against the recurring denial of civil liberties and human rights, and for the freedom of teachers and students to learn, study, and teach controversial issues. It called upon the 80th Congress to enact Federal aid to education. It urged non-partisan support of the Marshall Plan and the Stratton Bill for entry of displaced persons. It opposed universal compulsory military training as undesirable on educational and social grounds.

Scholastic Magazines entertained over 100 subscribers and guests at their annual Thanksgiving buffet dinner Thursday evening. Kenneth M. Gould, editor-in-chief, acted as host and Charles Schmalbach, Midwestern field manager, was in charge of the Scholastic exhibit.—EDITOR.

So Simple

Teacher: "What effect did World War II have upon economic conditions in Europe?"

Student: "World War II was so terrible that economic conditions were abolished in Europe."

—ATSS Bulletin

Stanley E. Dimond, new president, National Council for the Social Studies. Divisional director for social studies in Detroit, he is also a member of *Scholastic Magazines'* advisory committee on its democracy series.



Hints on How to Choose the Best for Your High School

First of a series. Next month: New Ideas in Directing. Mr. Schneider, Wisconsin and Cornell drama graduate, taught and directed for six years at the famous Catholic University Theater, Washington, D. C. He is now casting director, Theater, Inc., New York—Editor.

WHETHER you are a high school English teacher or a Broadway producer eager for a hit, you face the same problem: picking the right play. He has only a 15 per cent chance of success. (Financially, that is.) Your success depends largely on how well you answer certain questions.

1. Why am I putting on the production?
2. What do I have to work with?
3. How can I turn for possible suggestions?

Why Do the Show?

We can agree that all high school dramatic productions should benefit the students. Within this framework each production has a specific purpose. If you must raise money for a school cause, you will probably want to do one of those sure-fire teen-age comedies. If you

"The BABY-SITTER"

A NEW PLAY FOR HIGH SCHOOL INSTRUCTION

3-Act Comedy; 9w, 6m; 1 int. set.

A sparkling, zestful, new easy-to-produce comedy that your students and audience will love. It's about the favorite after-school pastime—baby-sitting. All the best "teen-age" comedy ingredients are here—the raiding the ice-boxes—boy-friends pushing in and making themselves at home—hanging over the telephone—maneuvering over dates—all the humor, action and predicaments that go to make an outstanding comedy for your class or spring production. Send for a copy today.

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WHAT PLAY?

want to extend student tastes and acquaint them with dramatic literature, then why not try a Shakespeare or Molière comedy?

Remember your audience. If you're playing to a junior or senior high school assembly, then your choice should be adjusted to student tastes and capacities. *What a Life*, for example (like *Seventeen*) has always been a popular high school play because it has characters and situations familiar to students.

On the other hand, if you play to an audience including both students and community, then you might well venture beyond. Is your town starved for recent Broadway hits? *Joan of Lorraine* and *The Eve of St. Mark*, for example, were both produced in many school and college theaters simultaneously with their New York runs. Nobody knows exactly what an audience wants; not even the audience itself. You can actually influence your audience's tastes by carefully balancing what you think they will want with what they might want. Your job, I think you will agree, is to lift tastes, not to freeze them.

What Resources?

Your final choice must still be tailored to your resources—physical and human. Obviously, if you have a small stage and little equipment, you won't be too tempted to try anything very elaborate. But if your stage is the usual king-size auditorium, why not use its size and shape? Don't be afraid to use the forestage. Or the stairs from auditorium to stage. Or the side doors. Or the auditorium itself. You can pick plays suitable to such theatricality: Wilder's *Our Town* or Shakespeare's *Comedy of Errors*, for example.

Now, the budget. It must cover royalty (\$5 to \$50 per performance), setting, and costumes. The amount needed for lighting, make-up, and props will generally run about the same no matter what the show. If one item on your budget is high, then you must save on one of the other items. You decide which.

Pick a play you can cast satisfactorily. Better a well-cast *Seventeen* than a

By ALAN SCHNEIDER

badly cast *Cyrano*—for both audience and actors. If your actors and crew members are plentiful, don't keep their talents on the sidelines show after show.

The simplest and most practical play for high school production is probably a modern comedy or farce. If you feel somewhat more ambitious, try a play that deals with vital ideas: *The Little Foxes* or a good melodrama like *Night Must Fall*. Or the so-called classics.

Within limits, the better written a play the less will unpolished acting and simplicity of production tend to affect it. You might find *The Bourgeois Gentleman* or *The Taming of the Shrew* to be more rewarding—despite their difficulties—than an easily produced mystery or comedy. If your actors tire of a play a week after you start rehearsing, if they bring nothing to the play and find nothing in it, it's not the right play. Above all, you, the director, must like the play.

What Sources?

Titles abound. You will find them on the lips of students; in *Theatre Arts*, *Dramatics*, *Players' Magazine*; in anthologies and collections; and—most copiously—in play publishers' catalogues.* You may make your selections from: Plays written especially for the school theater market, plays from the contemporary professional theater; classics.

Play material available from leading play publishers is aimed directly at the amateur theater. You may obtain detailed descriptive catalogues and lists free of charge by writing to these publishers and perhaps outlining or indicating your particular interests and resources. Normal procedure is for you to select titles from these catalogues and secure single copies to read. Never decide definitely to present a play before you—or your student play-reading committee—have actually read the play.

Play publishers very often carry titles of plays originally presented on Broadway. This is especially true of Baker, Dramatists Play Service, the Dramatic Publishing Company, and Samuel French. Look up reviews. See Burns Mantle's annual "ten best."

Some classics, especially those available in translation, are listed by the publishers, usually with a fairly small royalty fee.

Picking a play is a long-range operation: from semester to semester, year to year. You will make mistakes. But not as many as that Broadway producer.

* A somewhat extended list of sources may be obtained by sending a self-addressed and stamped envelope to Scholastic, 220 East 42nd Street, New York 17, New York.

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Off the Press

By Howard L. Hurwitz
Editor ATSS Bulletin

Government and Mass Communications, by Zechariah Chafee, Jr. University of Chicago Press, 1947. 2 vols., 830 pp., \$7.50.

Professor Chafee has taught at the Harvard Law School since 1916. He was recently appointed American representative to the U. N. Subcommittee on Freedom of Information. In the present volumes, which comprise the sixth report from the Commission on Freedom of the Press, he analyzes the relationship of the government to such mass communications as newspapers, magazines, radio, and motion pictures.

Since mass communications deeply influence our student, and since we must draw upon them continually to vitalize classroom work, teachers will want to study Professor Chafee's findings.

Henry Ford, by Cy Caldwell. Julian Messner, 8 W. 40th St., N. Y. 18, 1947. 246 pp., \$2.75.

This is a boy's life of Henry Ford with each chapter prefaced by a black and white illustration which highlights the theme. It begins with Ford's birth on a farm and carries him through World War II. Emphasis throughout is on Ford's role as an industrialist.

The style and vocabulary is meant to capture the interest of high school freshmen. It can be read with interest, however, by students who are further along in their high school careers.

And Thou Shalt Teach Them, by Paul Eldridge. Sheridan House, 257 Fourth Avenue, N. Y. 10, 1947. 273 pp., \$2.75.

Mr. Eldridge retired from the New York school system after thirty years of teaching, during which he wrote about sixteen novels. His latest work is the story, in journal form, of Richard Hoe, dean of boys in a New York high school. There are enough dramatic incidents—ranging from the narrowly averted suicide of a thirteen-year-old girl to the miraculous revival of energy after the eighth period—to satisfy a Hollywood scenarist. More prosaic but significant pages describe teachers who are bigots and teachers who are democrats.

The journal form of the novel interrupts continuity, but several characters appear frequently, and there is a single thread running throughout—Hoe's loneliness due to the death of his wife. Eldridge grapples with some serious school problems and relies upon shock to arouse interest in their solutions.

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Sound Advice

By William J. Temple
Brooklyn College Audio Visual Ed. Com.

Hints on Sound Recording

Before you make an important recording, follow the professional practice of making a test record to make sure that everything is in working order. It will save you disappointment and embarrassment.

Set the volume control at the beginning of the recording and then leave it alone as much as possible. In recording rehearsed material, ask for preliminary tests on the softest and loudest passages to see whether you can set your volume control high enough for former and not too high for latter.

Microphone Technique

Don't let speakers nuzzle the microphone. When they do, the sounds are distorted. The sibilants spit and sputter like a leaky steam radiator valve, the explosives thump, and the voice sounds deeper and more robust than it actually is. If your aim is to get a faithful record, keep the speaker back from the microphone. The fault of talking too close is not confined to amateurs. When professional radio announcers were used in one of the early demonstrations of frequency modulation broadcasting, it was found necessary to erect a barrier around the microphone. You can help an inexperienced speaker by suggesting to him that the microphone is the listener's ear.

"Cueing" the Tape Recorder

One of the disadvantages of tape (and wire) recorders is the difficulty of finding quickly the part of the record that you want to play or, in making a short recording for immediate playback, to find the beginning quickly and certainly. For the first purpose there is now available an attachment called the "E-Z Cue" (Amplifier Corporation of America; \$11.90 net) which counts the turns made by the take-up reel of the magnetic paper tape machine. For the second purpose, try slipping a torn bit of paper under the tape on the take-up reel just before you begin to record.

A New Tape

For crisper, clearer recordings of speech, try "Scotch Sound Recording Tape" (manufactured by the Minnesota Mining and Manufacturing Company) on your Brush or other recorder. It gives unusually good reproduction of the consonant sounds. The uncoated back of the tape is white. Makes it easier to mark with a pencil.



This month our recommended list of radio programs chosen by the Federal Radio Education Committee is abbreviated. The list below includes all programs, but only new programs are annotated.

All hours are EST. New programs appear in bold face. Music programs, ★. Grade levels recommended: E (elementary), J (junior high), S (senior high), A (adult). Networks: ABC (American Broadcasting Company), CBS (Columbia Broadcasting System), MBS (Mutual Broadcasting System), NBC (National Broadcasting Company).

● SUNDAY

- ★Coffee Concerts (J-S-A) 8:30-9 a.m. ABC
- Story to Order (E) 9:15-9:30 a.m. NBC
- ★Fine Arts Quartet (S-A) 11-11:30 a.m. ABC
- Northwestern University Reviewing Stand (S-A) 11:30-12 noon. MBS
- Invitation to Learning (S-A) 12-12:30 p.m. CBS
- World Security Workshop (S-A) 12:30-1 p.m. ABC
- America United (S-A) 1-1:30 p.m. NBC
- People's Platform (S-A) 1-1:30 p.m. CBS
- Time for Reason (S-A) 1:30-1:45 p.m. CBS
- University of Chicago Round Table (S-A) 1:30-2 p.m. NBC
- CBS Is There (S-A) 2-2:30 p.m. CBS
- (New time.)
- ★RCA Victor Show (J-S-A) 2-2:30 p.m. NBC
- ★Harvest of Stars (J-S-A) 2:30-3 p.m. NBC
- ★New York Philharmonic Society (S-A) 3-4:30 p.m. CBS
- House of Mystery (J-S-A) 4-4:30 p.m. MBS

★METROPOLITAN AUDITIONS OF THE AIR (S-A) 4:30-5 p.m. ABC

Met's radio search for talented young singers. Many top stars have come through this program. Sponsor: Farnsworth Television and Radio Corp.

- The World We Face (S-A) 4:30-5 p.m. NBC
- ★The Family Hour (J-S-A) 5-5:30 p.m. CBS
- The Ford Theater (S-A) 5-6 p.m. NBC
- The Greatest Story Ever Told (J-S-A) 6:30-7 p.m. ABC
- Exploring the Unknown (J-S-A) 7:30-8 p.m. ABC
- ★Sunday Evening Hour (S-A) 8-9 p.m. ABC
- Theatre Guild on the Air (J-S-A) 9:30-10:30 p.m. ABC

★LATIN AMERICAN SERENADE (J-S-A) 10:30-11 p.m. MBS

Music acquaints listeners with Latin American countries, saluting important events and holidays.

Chico Valle, Cuban singer, and others. Good-will exchange feature in cooperation with Canadian Broadcasting Corp.

Story Behind the Headlines (J-S-A) 11:15-11:30 p.m. NBC

● MONDAY THROUGH SATURDAY

★United States Service Bands (J-S-A) 12:30-1 p.m. MBS

MONDAY: U. S. Coast Guard Academy.
TUESDAY: U. S. Naval Academy Band.
WEDNESDAY: U. S. Marine Band.
THURSDAY: U. S. Navy Band.
FRIDAY: U. S. Army Band.
SATURDAY: Army Air Forces Band.

● MONDAY THROUGH FRIDAY

- Nelson Olmsted (J-S-A) 9:45-10 a.m. NBC
- ★Fred Waring Show (J-S-A) 10-10:30 a.m. NBC
- American School of the Air (J-S-A) 5-5:30 p.m. CBS
- Headline Edition (S-A) 7-7:15 p.m. ABC

● MONDAY

Liberty Road (Am. School of the Air) (J-S-A) 5-5:30 p.m. CBS

Jan. 5, Patent Applied For; Jan. 12, Free to Come and Go; Jan. 19, Free to Inquire; Jan. 26, The Right to Know.

- In My Opinion (J-S-A) 6:15-6:30 p.m. CBS
- Cavalcade of America (S-A) 8-8:30 p.m. NBC
- ★Voice of Firestone (J-S-A) 8:30-9 p.m. NBC
- ★The Telephone Hour (J-S-A) 9-9:30 p.m. NBC
- ★Fred Waring Show (J-S-A) 10:30-11 p.m. NBC

● TUESDAY

Tales of Adventure (Am. School of the Air) (J-S-A) 5-5:30 p.m. CBS

Jan. 6, Justin Morgan Had a Horse—Marguerite Henry; Jan. 13, Leaves of Grass—Walt Whitman; Jan. 20, The Portable Mrs. Tillson — Whitfield Cook; Jan. 27, Weep No More, My Lady — James Street

- Frontiers of Science (S-A) 6:15-6:30 p.m. CBS
- Youth Asks the Government (J-S-A) 8-8:15 p.m. ABC
- America's Town Meeting (S-A) 8:30-9:30 p.m. ABC
- ★Boston Symphony (S-A) 9:30-10:30 p.m. ABC
- American Forum of the Air (S-A) 10-10:30 p.m. MBS
- Labor U. S. A. (S-A) 10:30-10:45 p.m. ABC
- It's Your Business (S-A) 10:45-11 p.m. ABC

● WEDNESDAY

★Alan Lomax' Song Train (J-S-A) 12:30-1 p.m. MBS

The March of Science (Am. School of the Air) (J-S-A) 5-5:30 p.m. CBS

Jan. 7, Can Machines Think?; Jan. 14, Assembly Lines; Jan. 21, Why We Laugh; Jan. 28, Magic.

OF MEN AND BOOKS (S-A) 6:15-6:30 p.m. CBS
Current books and their authors are discussed.

Your United Nations (Univ. of Air) (S-A) 11:30-12 M. NBC

● THURSDAY

★Gateways to Music (Am. School of the Air) (J-S-A) 5-5:30 p.m. CBS

Jan. 2, Ring in the New Year; Jan. 8, Around the Baltic; Jan. 15, Saludos Americanos; Jan. 22, Potsdam Concert; Jan. 29, Mediterranean Ports.

Mr. President (J-S-A) 10-10:30 p.m. ABC
Family Theatre (J-S-A) 10-10:30 p.m. MBS

● FRIDAY

Opinion Please (Am. School of the Air) (J-S-A) 5-5:30 p.m. CBS

Jan. 2, Atomic Age; Jan. 9, Industrial Peace; Jan. 16, Weyward Youth; Jan. 23, A Balanced Budget; Jan. 30, Marriage or a Career?

Report from the UN (S-A) 6:15-6:30 p.m. CBS

★Burl Ives (J-S-A) 8-8:15 p.m. MBS

★Highways of Melody (J-S) 8-8:30 p.m. NBC

Meet the Press (S-A) 10-10:30 p.m. MBS

PRO AND CON (J-S-A) 10:45-11 p.m. NBC

Congressmen, public officials and national figures talk on current subjects in the news

The World's Great Novels (Univ. of Air) (S-A) 11:30-12 M. NBC

● SATURDAY

Story Shop (E-J) 9-9:30 a.m. NBC

The Garden Gate (J-S-A) 9:15-9:30 a.m. CBS

Coffee with Congress (S-A) 9:30-10 a.m. NBC

Frank Merriwell (J-S-A) 10-10:30 a.m. NBC

★United States Navy Band (J-S-A) 10-10:30 a.m. ABC

Let's Pretend (E-J) 11:05-11:30 a.m. CBS
Adventurers Club (J-S-A) 11:30-12 noon. CBS

Land of the Lost (J-S-A) 11:30-12 noon. ABC

American Farmer (J-S-A) 12:30-1 p.m. ABC

Home Is What You Make It (Univ. of Air) (S-A) 12:30-1 p.m. NBC

National Farm and Home Hour (J-S-A) 1-1:30 p.m. NBC

Our Town Speaks (J-S-A) 1:30-2 p.m. ABC

★Metropolitan Opera (S-J) 2-5 p.m. ABC
Columbia's Country Journal (S-A) 2:30-3 p.m. CBS

ADVENTURES IN SCIENCE (S-A) 3:15-3:30 p.m. CBS

Watson Davis, director of Science Service, interviews scientists on recent discoveries and scientific progress.

DOCTORS TODAY (S-A) 4-4:30 p.m. NBC

Dramatic series, under American Medical Assoc. auspices, tells stories of new scientific developments in medicine.

★FIRST PIANO QUARTETTE (J-S-A) 4:30-5 p.m. NBC

Four-piano arrangements of the classics.

In My Opinion (J-S-A) 6:15-6:30 p.m. CBS

Same as Monday. (New time.)

★NBC Symphony Orchestra (S-A) 6:30-7:30 p.m. NBC

★Hawaii Calls (J-S-A) 7-7:30 p.m. MBS

★Sound Off (J-S-A) 7:30-8 p.m. CBS

★Chicago Theatre of the Air (S-A) 10-11 p.m. MBS

Dialing

With William D. Boutwell

Are schools doing right by children? Listen to the answer on *Report Card*, an hour-long CBS Documentary Wednesday, January 14, 10 p.m. EST. It's based on weeks of research in Westfield, New Jersey schools.

All armchair judges of new voices (and who isn't?) welcome the return of the Metropolitan Auditions of the Air (ABC).

Doctors Today (NBC, Saturdays), twelfth series of programs sponsored by American Medical Association, steps

out with a new format to present medical science dramatically.

One of radio's most famous 1947 programs — Lou Hazam's *The Man in the Garbage Can* (food conservation) can now be borrowed from the U. S. Office of Education Transcription Exchange.

Better get your request in for the fine child guidance folders offered on ABC's wire recorded *Child's World*. It is doing well opposite Jack Benny on Sundays. Mail is up to 700 per week.

See the new *College Script Writing Contest* announced in "Capsule News" p. 6.

We are glad to see that Decca's fine educational records will now be pushed by a company that knows the school field, namely, the American Book Company. The first list has 88 albums — poetry, ballads, drama Decca's *Lonesome Train* is a must on Lincoln's birthday in many schools.

Homer Price will set you chuckling. It is a Books Bring Adventure recording which you and other adults will enjoy as much as your pupils. I immediately bought the album for my niece. Small chance she has of getting it!

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Guidebook for John Doe

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John is conscientious. He wants to give his students all the learning help he can. So he's looked into the audio-visual field quite carefully.

Frankly, John is confused. Lumped together into all-too-frequently vague

generalizations he encounters films, filmstrips, excursions, radio, pictures, exhibits, posters, recordings — almost anything except text reading and his lectures! Although he's familiar with many of these materials, he hasn't used them much, and he's never approached them as "audio-visual education."

John has questions, lots of them. How is he to use audio-visual materials?

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Audio Visual Materials and Methods in the Social Studies

WILLIAM H. HARTLEY, EDITOR

Washington, D. C.: National Council for the Social Studies, 1947
(Order from the Council)

\$2 paper; \$2.50 cloth.

Where can he get them? Just why are audio-visual methods better than plain reading anyway?

John, and you, can find answers to these questions in *Audio-Visual Materials and Methods in Social Studies*, 18th Yearbook of the National Council for Social Studies. Under the editorship of William H. Hartley, 23 experts turn in a thoroughly practical work of scholarship.

We particularly welcome Chapter I, by Paul C. Wendt. In it, Mr. Wendt tells us why and how audio-visual materials work. When Johnny Student learns, writes Mr. Wendt, he finds out *what words mean*. The wider Johnny's experience, the easier it is for him to give meaning to *new* words. When Johnny sees a picture or hears a drama, he takes in impressions with his eyes and ears. Broader and far more vivid than verbal explanation, these experiences give real meaning to key words which Johnny must learn. Mr. Wendt goes on to say that social studies, which emphasize complex word-ideas, demand what audio-visual aids can give.

Other chapters cover all the types of audio-visual materials in detail. Each chapter has a different author. In most cases, one type of aid takes up two chapters. For example, Walter Wittich writes a chapter on the place of films in social studies. Following this, Kenneth Rehage tells what, specifically, a teacher should do when he uses a film. The pattern is similar for excursions, maps, radio, and others. Technique articles usually take the form of case studies on an actual project.

The handbook gives you lists of sources and specific materials. An appendix includes reading lists on all the audio-visual materials.

NCSS's yearbook is chiefly a reference work. We suggest a quick skim. Then, when you consider using films or making a field trip, look up the appropriate information. Exceptions are the first three chapters. Read them carefully right at the start. You'll find the yearbook invaluable for ideas when you're planning a semester's work.

Joe Doe will be refreshed by concrete information in the NCSS handbook. Unfortunately, he won't be so refreshed by its prose. We do wish educators wouldn't use three syllables where one would do. — E. L. W.

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Jan., 1948

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BOOKS: *Which Way America*, Lyman Bryson (People's Library, Macmillan, '39), 60c. *Dictatorship in the Modern World*, Guy S. Stanton. (Univ. of Minnesota Press, '39), \$2.75. *I Chose Freedom*, Victor Kravchenko (Scribner, '46), \$3.50. *Darkness at Noon*, Arthur Koestler (Macmillan, '41), \$2.

FILM: *Democracy*, 16 mm. sd. b&w.

Democracy Series No. 16 in Senior, Junior, and World Week

10 min. *Despotism*, 16mm. sd. b&w. 10 min. Both rent or sale from Encyclopaedia Britannica Films, Chicago.

FILMSTRIPS: *The Nature of Democracy*. Series of 7 color filmstrips. For sale separately or in series. Curriculum Films Inc., New York.

FRANCE AND FRENCH UNION

Junior Scholastic
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PAMPHLET: *The French Union* ('47), French Press and Information Service, 501 Madison Avenue, New York 22, free.

THE ARAB LEAGUE

World Week
February 2

See "Tools for Teachers" September 29 through October 27.

Coming Up! In Senior Scholastic

January 12, 1948

Social Studies: Special Issue on World Oil Industry: Commager — The Monroe Doctrine.

All Classes: Democracy Series — America's Progress under Freedom.

English Classes: Salesmanship. "The Master Salesman," (a play) by William Hazlett Upson; "Words That Sell," by Elmer Wheeler; Short Story — "Gator Boy," by Zachary Ball.

January 19, 1948

Social Studies: National Article — Shall We Lift Immigration Bars to Admit Displaced Persons? Commager — The Movement of Peoples.

English Classes: Communication Theme — Letters. The Letters of Franklin D. Roosevelt, 1882-1893. Composition — Business Letters. Special Feature — Address Unknown, by Kressman Taylor.

outstanding motion picture treatment of the late president's life. Written by Dr. Allan Nevins, Pulitzer Prize historian, the booklet will be distributed in quantity by United Artists, who handle the film.

Quote

Whatever English tests may measure, it is not ability to use English, and such tests are of no value either to predict a student's work in written composition, or to place him in an ability group.—Robert C. Pooley, Univ. of Wisconsin.

News and NOTES

By a 52 to 0 vote the U. N. Assembly asked all teachers everywhere to teach "the United Nations charter and the purposes and principles, the structure, background and activities of the United Nations."

Ed.: Teachers who accept U. N.'s challenge can make good use of The United Nations in Action, the 52-page students' handbook issued by Scholastic Magazines. Thirty-five cents per copy. Free to new subscribers to World Week and Senior Scholastic (Combination or Social Studies Editions), for group orders of ten or more.

Pen Pals

We have received three new addresses which supply pen friend names. They are:

Norway — Skolenes Brevklubb, Postboks 3204, Oslo.

Holland — W. F. A., Calarij, 14, Amsterdam.

England — Miss M. Kimber, 39, Bargey Rd., Catford, London SE 6.

Here's an important reminder from Karl Gunnar Knutsson, secretary, MY FRIEND ABROAD: "As far as Norway, Holland, and Sweden are concerned, there are no possibilities in arranging correspondence if the boys and girls are under 14, as we start learning

English at school at about 12 and have to learn it for at least two years to be able to write a letter in English. However, I know that Miss Kimber has put an age limit at 11 years."

Art for Classroom and Home

You can now have the fine work of U. S. high school art students through the generosity of one of Scholastic Art Awards' sponsors.

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Schools in Review

Covering education's waterfront with expert thoroughness *Survey Graphic* devotes its entire November issue to "Education for Our Time." An all-star team of educators coached by *Survey's* able Beulah Amidon turn in the first postwar review of American schools from kindergarten up.

Freedom Train

For an outline list of "documents and memorabilia" carried on the Freedom Train, write The World Book Encyclopedia, 35 E. Wacker Drive, Chicago. For each document there is a set of references to the *World Book*.

Roosevelt Story

Soon to be released is a special "guide for students" on *The Roosevelt Story*,

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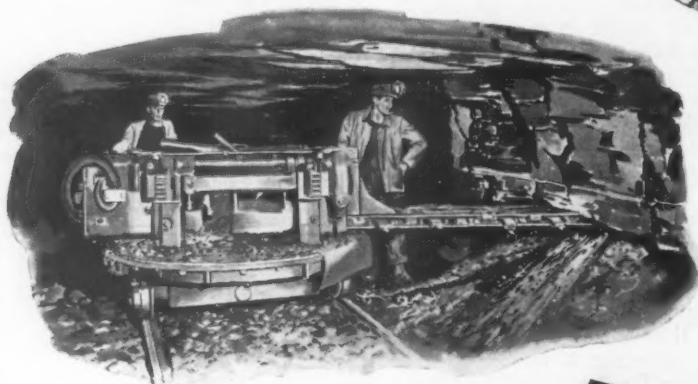
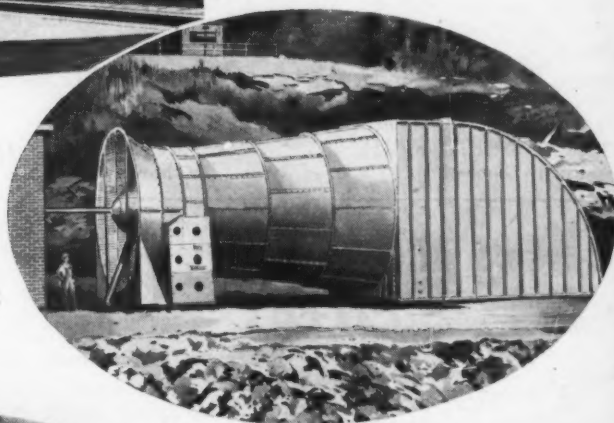
WHAT'S MISSING FROM THIS PICTURE?



1. Looks like any coal-burning locomotive traveling at full speed—except for one thing. There's *no smoke!* Thanks to continuous research by the coal industry, an ingenious way has been found to burn the particles of matter that come from flaming coal—*before* smoke is formed. Factory chimneys, too, have been cured of their smoky habits, while another device recently perfected makes *home* coal stoves smokeless. Coal research projects now under way will benefit every living person in America!

2. How does a coal mine "breathe"?

To stay "healthy" and safe, coal mines need plenty of fresh air. So giant fans located on the surface circulate a steady stream of pure air through modern mines. The air drawn through a mine by the newest fans weighs *twelve times* as much as the coal taken from the mine each day!



3. What put the miner on his feet?

Formerly, miners cut coal with pick-axes while lying uncomfortably on their sides. No more, in modern mines! Instead, they operate cutting machines which bite into the coal, blocking out some 30 tons to be brought down by a single blast. Today, of all bituminous coal mined underground in America more than 90% is mechanically cut!

It's fun finding out about coal! To prove it, we've prepared a lively quiz booklet, *Old King Coal Calls a New Tune!* Your pupils will enjoy learning about our greatest natural resource with this entertaining and accurate booklet. To obtain copies for your classes, just fill out and mail the coupon.

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